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AUTHOR Hanson, Doris E.  
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## ABSTRACT

The 147 participants, representing all areas of home economics, attended a 3-day national workshop on the training and utilization of auxiliary workers within the field of home economics. Workshop activities included a symposium of auxiliary personnel employed as aides in home economics-related occupations and group discussions which followed these major presentations: (1) "New Job Revolution" by J. Farmer, (2) "Legislation Affecting Auxiliary Personnel" by J. F. Jennings, (3) "Stresses, Strains, and Joys of Utilizing Auxiliary Personnel" by S. S. Steinberg, (4) "Guidelines for Designing New Careers" by S. A. Fine, (5) "Some Aspects of Leadership" by M. F. Clark, (6) "New Concepts for Household Occupations" by U. S. A. Bowen, and (7) "Societal Needs to be Served Through Auxiliary Personnel" by E. W. Schwicker. Evaluations made daily, at the end of the workshop, and 6 months later revealed that the objectives had been met to some degree by the end of the workshop and that a few studies, surveys, and programs had been implemented by the 6-month followup. Lists of participants, preparatory materials, texts of major presentations, evaluation instruments, and packet materials are appended. (SB)

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WORKSHOP ON UTILIZATION AND TRAINING OF AUXILIARY  
PERSONNEL IN HOME ECONOMICS

Doris E. Hanson  
American Home Economics Association  
1600 Twentieth Street, N.W.  
Washington, D. C. 20009

June 1970

U. S. Department of  
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#### Summary

Auxiliary personnel are being utilized increasingly in such a way as to modify the traditional roles of the professional home economist in some of the various occupational settings in which their competencies are applied. As a means of extending the impact and reach of home economics in all areas of its application, the American Home Economics Association conducted a national workshop on the training and utilization of auxiliary workers at the University of Nebraska Continuing Education Center October 19 to 22, 1969. The workshop was, in part, sponsored by a grant received from the Office of Education, United States Department of Health, Education, and Welfare. One hundred and ninety-seven participants and speakers registered for the conference and represented all areas of home economics including education, welfare, business, health, and institutional management.

Mrs. Clio S. Reinwald, workshop chairman, in an opening session quoted from a position paper of the committee to plan the workshop. She said, "Home economics as a field of endeavor devoted to the concept of service to and welfare of human beings, needs to remain flexible and experimental in its orientation and approach in order to provide a bridge between the knowledge of the professional and the application of this knowledge in the family. The efficient use of auxiliary personnel in the field will be a step in this direction." Mrs. Reinwald also stated the objectives of the workshop as outlined by the committee: (1) to increase the understanding of the philosophy, preparation, and use of auxiliary personnel, (2) to explore ways of extending the reach of home economics by utilizing human resources more efficiently, (3) to examine existing job responsibilities in various professional home economics careers, and to identify those tasks which can be assumed by and are more attractive to auxiliary personnel in home economics, the utilization of which will be predicated upon societal needs, (4) to consider existing legislation related to auxiliary personnel and to explore the need for initiating new legislation at local, state, and national levels, and (5) to provide direction for conferees in assuming leadership at regional, state, and local levels in the utilization and training of auxiliary personnel in the various areas of home economics.

Participants were selected on the basis of their willingness: (1) to instigate and give leadership to some type of follow-up from the workshop in their respective state or region, (2) to report to the American Home Economics Association the action taken in their state or region as a result of the workshop, and (3) to remain as participants during the entire conference.

One day of the workshop was devoted to identifying tasks now performed by auxiliary personnel in home economics and to identifying tasks which could be assumed by and are more attractive to auxiliary personnel. Dr. Sidney Fine, Staff Psychologist, W. E. Upjohn, Institute for Employment Research, gave a major presentation on "Guidelines for Designing New Careers." Dr. Fine gave these considerations to keep in mind when designing new careers: (1) tasks must have a purpose which contributes to the overall purpose of the agency and must be clearly understood by the professional and those performing the tasks, (2) organization of tasks must provide a range of response in the individual so that he can see the opportunity for growth and for contribution to the agency, (3) the organization must provide for on-the-job training and off-the-job training, (4) tasks must be designed so that performance standards are clearly evident, and (5) selection criteria for the tasks should be immediately evident.

Another major day's presentation at the workshop included a symposium of auxiliary personnel in home economics employed as aides in education, welfare, extension, health, and institutional management in local communities. As each of these presentations was made it was evident that similarities existed in the types of tasks being performed by aides representing various agencies in community programs, and that various agencies were involved in training aides for similar tasks. A need for coordination of community efforts in service to families was evident.

The workshop can best be described as a workshop of involvement. Participants were involved as discussion leaders in groups representing all disciplines, as regional discussion leaders, as members of a listening team, committee members, speakers, panel members, role players, and other group involvement techniques. Eighty-eight participants were involved in one or more of these group involvement techniques.

Regional reports listed these recommendations for follow-up: (1) survey all agencies training and/or using paraprofessionals in home economics related programs, (2) study the common concerns of training auxiliary personnel, (3) communicate information gained at the workshop to others through a home economics state meeting, (4) analyze professional jobs to determine what can be done by a paraprofessional, (5) investigate legislation relative to paraprofessionals, (6) ask the State Home Economics Association to appoint a working committee on auxiliary personnel, (7) circulate among other states in the region the state's plan of action and printed materials, (8) encourage home economists in local areas to seek out and work with agencies that have auxiliary personnel.

Suggestions made to the American Home Economics Association for active follow-up were: (1) appoint a task force to develop specific ladder "terminology" for each home economics centered occupational group, listing actual job specifications for specific jobs, (2) exhibit at the national meeting materials being used (films, slides, etc.) for training and utilization of auxiliary personnel, (3) facilitate professionals

getting further training in worker functions and systems approach to job development, (4) facilitate professionals keeping up-to-date on programs which utilize and train auxiliary workers through a newsletter or other printed information, (5) centralize on the subject of auxiliary workers at a general meeting of the American Home Economics Association Annual Meeting.

Mrs. Ethel Washington, evaluation chairman, in a report to the workshop participants indicated that personal commitment to the goals of the workshop were demonstrated through the professional manner in which the conferees engaged in the various program activities. The multidisciplined composition of the workshop provided opportunities for interaction on a broad base for common concerns. Mrs. Washington further stated, "as the competence of auxiliary personnel makes it possible to achieve upward mobility on the career ladder, ultimately the major function of the home economist may become supervisory. She may require additional education and experience in this area. In order for the home economist to embrace and implement the goals of the workshop the speakers left no doubt that the attitudes of many of the professionals toward the use of auxiliary personnel would require change."



## Chapter I - Introduction

An issue with which many professions have had to deal in a world that is becoming more and more specialized, is one of identifying and delegating the tasks that can be accomplished by paraprofessionals. Delegation of the less specialized and complex tasks has made it possible for professionals to extend their talents and at the same time to provide for the more routine and supportive tasks associated with their occupational roles. Such professional areas as medicine, nursing, and education have begun to develop the team concept in task performance in a way that combines the efforts of the professional and paraprofessional in a complimentary and productive fashion.

Auxiliary personnel are being utilized increasingly in such a way as to modify the traditional roles of the professional home economist in some of the various occupational settings in which their competencies are applied.

In order to utilize most effectively and efficiently the professional training of home economists in the various areas, and in order to cover the broad expanse of related and essential tasks, there is a need for an integrated but differentiated work role structure in each of the areas of home economics. Dr. Earl McGrath (1968) suggested that the existing supply of home economists could unquestionably be multiplied several times over and yet not meet the perspective demand. Were the work roles to be functionally differentiated, however, into tasks for which the professional home economist is trained and into tasks which could be assumed by persons with less than professional training, provided appropriate preparation were available, the demand for the services of home economists at present and in the projected future could very likely be met more adequately, with more efficient utilization of training and skills, with greater economy, and with the advantage of having provided rewarding and meaningful jobs for a substantial number of paraprofessional workers who can be classified as auxiliary workers.

With this in mind, the American Home Economics Association planned to offer a workshop on auxiliary personnel. The special emphasis was on the utilization and training of such personnel in the various areas of specialization and occupation within the field of home economics.

Specific objectives of the workshop were:

1. To increase the understanding of the philosophy, preparation, and use of auxiliary personnel.
2. To explore ways of extending the reach of home economics by utilizing human resources more efficiently.
3. To examine existing job responsibilities in the various professional home economics careers, and to identify those tasks which can be assumed by and are more attractive to auxiliary personnel in home economics, the utilization of which will be predicated upon societal needs.

4. To consider existing legislation related to auxiliary personnel and to explore the need for initiating new legislation at local, state, and national levels.
5. To provide direction for conferees in assuming leadership at regional, state, and local levels in the utilization and training of auxiliary personnel in the various areas of home economics.

The workshop agenda or program was designed to accomplish each of the stated objectives. Speakers were identified whose knowledge and experience provided those in attendance with orientation, knowledge and stimulation necessary in order to maximize the likelihood of successful follow-up and continuation in the various states. Ample time was provided in the program for content presentations dealing with the utilization of human resources in work situations, job description and analysis techniques, use of auxiliary workers in home economics occupations, related legislation, and societal needs with regard to differentiated work roles. In addition, time was provided for group discussion and work sessions. A symposium was presented of employers and auxiliary workers.

The institute was held at the University of Nebraska, Continuing Education Center, Lincoln, Nebraska, October 19 to 22, 1959. Total attendance including speakers and staff was 197. Eighty-eight persons were involved either as discussion leaders, listening teams, committee members, or speakers.

In terms of the objectives the workshop accomplished what it was designed to accomplish. Ninety-four of the 99 participants who completed evaluation forms said the workshop increased their understanding of the philosophy, preparation, and use of auxiliary personnel much or some. Ninety participants said the workshop helped them (much or some) to explore ways of extending the reach of home economics by utilizing human resources more efficiently. Ninety-one participants said the workshop helped them (much or some) to consider existing legislation related to auxiliary personnel and to explore the need for initiating new legislation at local, state and national levels. Eighty-one of the 101 participants completing evaluations said the workshop had provided (much or some) direction for them in assuming leadership at regional, state and local levels in the utilization and training of auxiliary personnel. Sixty-nine of the 101 participants completing evaluation forms said the workshop helped them (much or some) to examine existing job responsibilities in the various professional home economics careers.

## Chapter II - Methods and Procedures

The criteria for selection of participants for the workshop were identified for both members of the American Home Economics Association and non-members of the Association.

Participants were recommended by each state association, by the AHEA board of directors including subject matter and professional sections and by state directors of vocational education. Final selection of participants was made by a subcommittee representing the overall planning committee for the workshop. Selection was made in order to keep a balance between subject matter areas of interest, agencies represented, and various job levels within agencies. State quotas were based on membership in the Association. Presidents of state associations were invited to participate if they so desired.

Participants were invited to the Workshop by a letter of invitation from the President of the American Home Economics Association. If they declined the invitation the AHEA reserved the right to select an alternate.

The workshop was conducted in a manner to most effectively use outside resources for major presentations followed by discussion groups. The workshop also provided for audience involvement in presentations such as questions and answers from the floor, panels, symposiums, role playing and other group involvement techniques. A listening team provided for opportunity for feedback from the workshop at the end of the three days.

The distribution of participants was approximately one non-member to every five members. Attention was given to see that young professionals and students in home economics were included. The opportunity to select non-AHEA members made possible the attendance of teams of home economists, administrators and/or employers at the workshop.

Participants selected from membership in AHEA were those who actively work with or were identified with AHEA and/or their state associations. Student member groups in home economics were a resource for youth included at the workshop.

Participants were leaders who would be willing: (1) to instigate and give leadership to some type of follow-up from the workshop in their respective state or region, (2) to report to AHEA the action taken in their state or region as a result of the workshop, and (3) to remain as participants during the entire conference.

Participants who were members of AHEA represented the following job responsibilities or affiliations:

1. State or local supervisors of education.
2. Federal, State, local workers and educators
  - (a) Health
  - (b) Welfare

(c) Home Economics

3. Deans of Schools of Home Economics and Chairmen of Home Economics Departments including representatives from Land-Grant and non-Land-Grant institutions.

4. Extension home economists, specialists, leaders, directors

5. AHEA representatives

(a) State Presidents

(b) Representatives from AHEA Professional and Subject Matter Sections

6. Researchers

7. Home Economics Educators, U.S. Office of Education

(a) Area Specialists

(b) Chief and/or Assistant Chief

Participants who were non-members of AHEA were employers or potential employers of home economists and/or home economics trained, auxiliary personnel. Persons represented the following groups or organizations:

1. Business
2. Labor Unions
3. Organizations such as National Education Association, American Vocational Association, Future Teachers of America, student member groups, youth groups, Chamber of Commerce.
4. Education: college, elementary, secondary, schoolboard, Extension Service, Research.
5. Government. Office of Equal Opportunity, Job Corps, U.S. Departments of Commerce; Labor; Health, Education and Welfare; and Agriculture.
6. Auxiliary personnel
7. Volunteer
8. Other interested professions, disciplines or organizations that work with home economics.

Content of the Conference

Dr. Sidney Fine, Staff Psychologist, W.E. Upjohn Institute for Employment Research gave a major presentation on "Guidelines for Designing New Careers". Dr. Fine gave five considerations to keep in mind for designing new careers. They were:

1. Tasks described must have a purpose which contributes to the overall purpose of the agency and must be clearly understood by the professional and those performing the tasks.
2. The organization of tasks must provide a range of response in the individual so that he can see the opportunity for growth and for contribution to the agency.
3. The organization must provide for on-the-job training and off-the-job training.
4. The tasks must be designed so that performance standards are clearly evident.
5. Selection criteria for the tasks should be immediately evident.

Dr. Fine reminded the group that if we really intend to hire paraprofessionals and deal with them as human beings who can help us and from whom we can learn as well as to whom we can teach, then the jobs that they will do, will tend to emerge fairly naturally. It is the career situation that should concern each of us, training, supervision, performance standards, and evaluation.

Mrs. Margaret F. Clark, Consultant, Short-Term Training, Division of Training, Rehabilitation Services Administration, United States Department of H.E.W., Washington, D.C. gave a major presentation on "Ways of Working with People". The purpose of this session was to explore some aspects of the helping process. Certain basic things needed in the helping process are: (1) the skill of listening, (2) atmosphere or climate of trust, and (3) a mutual enterprise or joint problem solving endeavor. One of the tricks of the helping process is to move yourself from the status role to the mutual learner role.

A second major presentation by Mrs. Clark was "Ways and Means of Communication". Part of what happens in communication is that the message we send is not necessarily the message that we intend to send, that is to say, it is not received, as we had intended. The response that comes out of the receiver is what in fact, he did get, which was subject to my distortion, and his distortion. When you really want to know what your information is worth, you need to know "who said it". You also need to know "what he said", "what did he mean" and finally "how did he know".

John F. Jennings, Counsel General Subcommittee on Education, United States House of Representatives, outlined major pieces of legislation which encourage the use of paraprofessionals. They were:

1. Economic Opportunity Act of 1964
  - (a) New Careers Program
  - (b) Head Start Program
2. Elementary and Secondary Education Act
  - (a) Title I
  - (b) Title II - bilingual education act
3. Health Manpower Act of 1968

4. Vocational Rehabilitation Act of 1968
5. Housing Act of 1968
6. Higher Education Act of 1968
7. Social Security Amendments of 1967
8. Omnibus Crime Control and Safe Streets Act of 1968
9. Juvenile Delinquency Act of 1968
10. Handicapped Children's Early Education Act of 1968
11. Vocational Education Amendments of 1968

All of these acts have been primarily concerned with the problem of the disadvantaged in communities, of trying to bring the disadvantaged into the mainstream and all have sought to tie the disadvantaged into our institutions, mostly through the use of paraprofessionals and through programs aimed specifically for the disadvantaged. The Federal government is now beginning to fund programs in some of these acts; for the use of non-poor paraprofessionals.

#### Dialogue:Societal Needs

A major presentation in the form of a dialogue was given on the second day, by Mr. C.O. Tower, Assistant Director of Vocational Education, State Department of Public Instruction, Columbus, Ohio, Dr. Elmer W. Schwieder, Associate Professor, Department of Family Environment, Iowa State University, Ames, Iowa and Mrs. Uvelia Bowen, Executive Director, Household Employment Association for Evaluation and Training (HEART), Philadelphia, Pa. Mr. Tower outlined provisions in the 1968 agreements of the Vocational Act for job training in home economics for the disadvantaged. Mr. Tower further reported on how far Ohio (state) had progressed in job training and disadvantaged programs where home economics skills are the basis for the program. He indicated that Ohio has programs at the high school vocational level in five areas. These areas are child care, institutional and home service aides, homemaking aides for nursing homes and rest homes, food service workers, and clothing service workers. He also further indicated that at the adult vocational level Ohio had training programs for child care aides, clothing service workers, slip cover or upholstery workers, food service workers, institutional and home service assistants, hotel and motel housekeeping aides, homemaking aides for nursing and rest homes, and teacher aides.

Mr. Tower further commented on the homemaking programs for disadvantaged in Ohio. He indicated that Ohio had homemaking programs for disadvantaged girls in grades 7 and 8. Some of the characteristics of these programs are that five hours per week are spent with the homemaking teacher in the school and ten hours per week are spent coordinating class work with the home. This might include home visits of the teacher, having the mother come to the school, having the mother involved in the girl's project or the home becoming a laboratory for the girl. These programs are in operation in four cities in Ohio with about 20 classes and 350 girls enrolled.

The only way Mr. Tower believes new instructional programs can be developed is to make a job analysis of the profession and then to determine at what level each task will be taught. He further stated that he believed that operational staff at the state level, teachers of home economics, college professors and administrators are too busy with operational details to study and research activities of the profession. It is believed that we need to employ personnel through grants who can leave their present positions and who can work full-time in job analysis and assigning the task to the proper level of instruction.

Dr. Elmer Schwieder applauded home economics for the generally effective, wide-spread and innovative programs launched in the deprived sector of our economy. He also totally supported the endeavors to feed, to clothe and to otherwise sustain our citizens. A caution mentioned was that we may be looking at the world and its family in segmented portions and in many ways may not be willing to broaden our horizon to include as much of the total scene as we might. Dr. Schwieder stated that home economics needs to be pulling together what we are doing under an overall umbrella.

Dr. Schwieder recognized that the paraprofessional or the auxiliary worker needs the know-how that home economics has. Home economics has something to give the auxiliary worker but we must look, with them, about where we are going.

Dr. Schwieder gave three main points: (1) there must be a bridge built between the professional and the auxiliary worker in the arena of objectives and goals; (2) assuming that agreement can be reached on purpose or goals, then how do we get on with the job (a sharing relationship); (3) home economics professionals and those with whom we work must be willing to share knowledge with some projection toward the future.

Dr. Schwieder urged that if we meet these three points, that the profession would be down the road in what he would call "the utilization of societal needs for the discipline of home economics".

Mrs. Uvelia Bowen indicated that household employment is the third largest occupation for women in America but that it also is the poorest paid. There is no significant blueprint for upgrading this occupation to an economic level of decency and dignity. Her remarks covered six concepts that she believes important for improving this occupation: (1) there must be new concepts for the evaluating of the occupation in our society; (2) a new concept of the total economic upgrading for those working in the occupation; (3) new concepts in recruiting, selection and training of household employees; (4) new ideas around who shall be the trainers; (5) new concepts surrounding job development, placement and follow-up.

A universal, low status attitude exists toward the occupation of household employment and the persons working in it, whether conscious or unconscious. A major step must be taken to overhaul and dignify all labor, especially the service occupations. There are millions of people who are more secure in jobs which require manual labor skills and Mrs. Bowen hoped that we would hasten the day when these citizens would feel that they belonged really in the main stream of society. The value rating must be changed for this occupation if we are going to attract young people, in the future, and looking into the future, we must. There must be a new value rating of

the citizens who are already employed in the occupation. One way of combating this situation is to create an atmosphere where people can feel that their services are needed and appreciated and are of value.

The economic upgrading of the household occupation was stressed. Mrs. Bowen indicated that in the selection process this has been one of the chief deterrents of women with small children who cannot find proper care in order that they might first train and second work. She indicated that HEART has women working three days a week permanently who would work five days if there were proper care for their children. She pleaded for household employees to be included in the Federal Minimum Wage Law, Workman's Compensation, various Health Insurances, overtime pay, sick pay, paid vacations, and holidays, and a stepped-up effort toward providing day-care services for children. It was indicated that a special emphasis be given by the Bureau of Internal Revenue to make sure that programs are launched to assist household employees in paying their Social Security and their Income Tax.

Mrs. Bowen indicated that recruitment had been a very tough job in Philadelphia and in some of the other household training projects. She indicated that if we intended to promise employment then we must train the employable so that the occupation does not become a dumping ground for persons who have failed at every type of manpower training or even for persons who can do other kinds of things but have not been motivated or helped to move on into these areas.

A plea was made for training employers. Most housewives do not know how to operate their home appliances and are unprepared to train employees.

A need for training of a very individualized and creative nature was stressed by Mrs. Bowen. She asked "who shall be the trainers?" She indicated that academic degrees do not qualify one to work in a training program. Training of household workers calls for persons with specific skills and know-how. Training also calls for the ability to relate to the trainees.

Mrs. Bowen pleaded for a strong health component in the household training project. A strong job development program was also stressed because every graduate from the program who wishes to go to work must have a job. There are many joys and sorrows in attempts to upgrade the occupation of household employment.

#### Symposium: Auxiliary Personnel

A major portion of one day was devoted to a symposium on auxiliary personnel in Home Economics. Miss Mary Kennington, Program Leader, Federal Extension Service, Washington, D.C. introduced various agency personnel and the auxiliary workers representing the agencies. Mr. Donald Schmid, Director of Community Placement, North Dakota Public Welfare Department introduced Homemaker Service operated by a county welfare office. He described the service as a program designed to help keep families together and individuals living in their own homes during times of stress. In addition, homemakers go into other people's homes to demonstrate skills in child care and budgeting and meal planning as requested by a family. Mrs. Elizabeth Hayward, a homemaker, from the Public Welfare Homemaker Service in North Dakota told about her experience as a homemaker for the last 2½ years.



She indicated that she had worked with fourteen different families and was now working with five elderly families. She has taught mothers new recipes using commodity foods, cooked meals for seven children while the mother was in the hospital, done the work needed to be done for an elderly woman, and has even taught a sewing class for ADC mothers.

Miss Martha Artist, Supervisor of Homemaking Education, Omaha Public Schools in Omaha, Nebraska introduced a program to train nutrition and consumer education aides in that city. The 1968 Amendments to the Vocational Education Act of 1963 opened up new avenues to develop an innovative program. A staff homemaking instructor, lived in one of the black communities and had experience in working with PTA groups, Head Start groups and Mothers for Adequate Welfare. She was contacted and asked to assist in identifying some of the potential leaders in the various Neighborhood Head Start groups. With Mrs. Geraldine Harris, the Adult Homemaking Instructor, a program was planned to orient and train these people in order that they could help with nutrition education, and consumer education in the neighborhoods in conducting group meetings and in discussions in the homes of the people. In Mrs. Harris' first class, ten ladies enrolled. They met in one of the large grade schools twice a week for several weeks. Five of the ladies decided that they would rather not accept employment in the community as nutrition and consumer aides but did continue the classes. Mrs. Kay Lue, Nutrition and Consumer Education Aide was one of the five who did accept employment and now because of that experience is a teacher aide this year.

Mrs. Elizabeth Grant, Extension Home Economist, Lincoln, Nebraska presented the expanded nutrition program in the Extension Service and introduced Mrs. Sarah Andrade, an Extension Program Aide. Mrs. Andrade explained her job of contacting low-income families and helping them with food, food budgeting, and even with taking them to the food stamp office. Mrs. Andrade is bi-lingual and thus her Spanish is very helpful. She is of Mexican heritage and works with quite an assortment of families that could not be reached otherwise. Mrs. Mary Hall, Douglas County Extension Home Economist, explained the program as a three-way program of going only to the homes who have need, trying to help them feed themselves more nutritiously, and prepare food more economically after purchasing food as economically as possible.

Miss Marie Penner, Head, Department of Institution Management, University of Nebraska, Lincoln, Nebraska told about a curriculum for accreditation of school lunch people, especially managers. She explained the three year curriculum which was planned by representatives from the State Department of Education, both home economists and school lunch personnel, representatives from the Health Department, local school systems, and the University departments. Each class receives each year a certificate that they have attended the class and at the end of three years, the State Department of Education gives them their accreditation. The short course lasts two weeks each summer. Mrs. Donna Parker, Manager, East High School cafeteria in Lincoln and a graduate of this program told about her work in the cafeteria. As a manager she is responsible for training the ladies who work with her. Many of them are housewives that have returned to work after children are in school. They do not have knowledge of the equipment and quantity cooking and large recipes.

Miss Betty Jean Yapp, Dietitian, Lincoln General Hospital, introduced a

food service supervisor and a food service worker from a hospital in Lincoln. Miss Mary McGinsey told about her work as a Food Service Worker at Lincoln General Hospital. Mrs. Erma Sharp, Food Service Supervisor at Bryan Memorial Hospital told about her work as a food service supervisor. She indicated she did her own hiring, firing, ordering of food from the menu, and indicated menus are written on a two week cycle.

Mrs. Donna Kennedy, teaching coordinator, Homemaker Service Demonstration project at Kansas State University told about the training program developed at that University. This project is directed toward the mature woman - 35 years and over, particularly women 45 to 65 years of age. Women of this age have had many experiences raising their own family, have developed many homemaking skills and understand human relationships but are in need of retraining for some homemaking skills, for home management and some personal care to others. Fifty-nine women were trained during the first year of this project. The four week training program consists of the first two weeks spent in-resident instruction on the campus. The third week is spent in field experience within a social agency somewhere in the state. This is followed by the fourth week back on campus in-resident instruction. Mrs. Juanita Herman, a graduate of this program reported briefly on her work as a homemaker.

### Steinberg Presentations

Two major presentations were made by Dr. Sheldon S. Steinberg, Executive Vice President of University Research Corporation, Washington, D.C. The first presentation was "Stresses, Strains, and Joys of Utilizing Auxiliary Personnel". Dr. Steinberg opened his presentation by telling the group something about the University Research Corporation. He indicated that the corporation had experience in working with human service aides-auxiliary personnel in more than 500 cities and rural communities in all 50 states. The corporation has worked for the Department of Labor as a prime contractor in implementing the 1966 Amendment to the Economic Opportunity Act. The corporation is now involved with the Office of Economic Opportunity in over 300 community action programs to assist in career development for all their staff.

These programs bring staff of the Research Corporation into daily and direct attack with every aspect of federal, state and local programs that focus on utilization of auxiliary personnel at all levels. This ranges from design of program to evaluation of results. Included are negotiations concerning job and career development and functional occupational analysis.

The Research Corporation is also involved in the design of training programs, the preparation of curriculum, and the negotiations with colleges and universities to develop realistic and relevant educational and training models to back up the kinds of activities that are going on in these individual service agencies.

In his speech, Dr. Steinberg identified some common areas of stress and strain in utilizing auxiliary personnel and pointed out some of the kinds of things that happen that represent positive changes in delivery systems. Areas of stress and strain identified were: (1) acceptance of the idea of the new careers concept; (2) anxiety on the part of professionals about

auxiliary workers in relation to their own job roles, salaries, and status in the organization; (3) the idea of the magical quality about using aides that automatically will solve all the service delivery problems; (4) the agency agrees to accept aides and then when the aides arrive, somebody who has the responsibility does not know what to do with them; (5) the attitude that if you are going to focus efforts on the recruitment and selection of poor people that this, in effect, has a way of providing charity for the poor; (6) some agencies are absolutely resistant to change of any kind; (7) some agencies feel that there is not enough proof that the utilization of preprofessionals will, in fact, improve service.

Problems related to recruitment and selection identified by Dr. Steinberg were: (1) the need to focus on recruitment and selection, from what population to recruit; (2) the need to establish some policy of getting a better cross-section of recruitment and selection from the population that needs desperately to increase its' income level; (3) use of traditional sources and methods of recruitment; (4) the setting of unrealistic qualifications; (5) the establishment of salaries.

Another area discussed by Dr. Steinberg was job development. Main points of this discussion were: (1) a relevant and realistic role of the first person in a career lattice affects everyone else in that system and what they should be doing; (2) the agency must define, specifically, the tasks to be performed by the aide; (3) there is a lack of clarity of functions of professionals, a lot of functions that people with less formal training and education could perform under proper supervision; (4) no provision is made in the budget for the utilization of preprofessionals.

A final area of concern identified by Dr. Steinberg was staff development and training. For example, how do you design a relevant program? What is a relevant program? Do you train first and employ later? Should employees receive released time for continued career development as part of an opportunity system? These are critical questions that agencies face every day.

Dr. Steinberg concluded his presentation by asking some questions to keep in mind when working with paraprofessionals:

1. What specific contributions can the non-professional make to the identification of client need, improved service, and its delivery?
2. What new delivery systems have to be structured which take into account maximum use of community residents and institutions as the primary resource?
3. To what degree should and can social service agencies accept responsibility, not only for reacting to client need but to take on responsibility for social action leading to the elimination of that need?
4. What attitudinal and transitional support must the agency have, or the system itself provide, to help the professional accept the trainee into full staff status, once the training period is over?
5. Does training the nonprofessional, itself, constitute a new service entity requiring its own epistemology?

Dr. Steinberg in his second speech - "A Look at Research" talked from slides of a University Research Cooperation publication called "Generic Issues in Human Services". Common areas of knowledge and skill that relate to all human service areas were identified as generic to everything that all professionals do and that all paraprofessionals ultimately are going to be doing. For example, interviewing, confidentiality of the information, the world of work, the individual and his relationship to other people, group process, perspectives on poverty, the history of minority groups in the United States, and the organization of human service delivery systems. He indicated there should be some rationality for curriculum progression that starts with generic issues in the human services. There are then some additional, in depth, understandings and information that follow from the generic issues. For example, in the health field, the various categories of occupations in the health field, some basic understanding of anatomy, of physiology, communicable disease, chronic and degenerative disease, attrition and of course all at an elementary level. This would be true as far as any other areas of human service.

Finally, the specific job title and cluster of tasks is the next focus for curriculum development. What is it that you expect people to know and to do? This would be very clearly defined and laid out in the curriculum.

Dr. Steinberg indicated an underlying concept is that before you bring people in for training at the first level, very serious thoughts should be given as to what's going to happen at the second level and the third level. If you are going to build any rationality into what you do, and if you train people for first level jobs, then you have to give consideration to what happens to them in preparation for second level jobs. Dr. Steinberg indicated that we are facing now a most critical problem in the second year programs, those that have been involved in training for first level positions. The problem involves how do we help the agencies think through what has to happen as far as the structure of jobs at the second level and then help them understand and accommodate for this change, redefine and restructure what has to happen to the other roles of professionals working in that agency. In addition, how do you develop within the community the institutionalization of this kind of capability so that when federal money no longer is available, you have the kind of opportunity system operating within the community that is not dependent on outside money.

#### Closing Address

The last major presentation of the conference was made by Mr. James Farmer, Assistant Secretary for Administration, U.S. Department of Health, Education and Welfare, Washington, D.C. Mr. Farmer indicated that he believed our nation had learned a great deal in the past few years. He indicated we have learned that there is poverty in our midst and that our services have not eliminated that poverty. We are aware now, he indicated, that there is hunger in our midst. Most Americans until recently thought that if there was hunger, it was in India, or elsewhere in Asia, or in Africa, or perhaps some place in the Middle East but not in our affluent, wealthy, and happy country. Now we are aware that there is hunger, malnutrition and sometimes virtual starvation.

Mr. Farmer believes that we need to emphasize and be able to walk in the shoes of the poor, to believe in their capacity, and to understand the great waste that is now taking place in the great reservoir of talent, real and potential, and to understand how the poor feel. This has been the greatest hang-up for professionals or those who are lucky enough to be in the middle classes.

Mr. Farmer indicated the need for more job training, more skills training and indeed wider use of the skills which are available. He indicated that one of our problems has been the shortage of professional personnel. There are not enough professionally trained home economists to do the job. That's one reason that the job has not been done so far as the poor families of the country, in diet and nutrition, in health, and in managing the budget of the household. We do not have enough professionals to go around.

There is a need to find jobs now for people who have minimum skills. If there is one tragedy in the nation which is greater than any, it has been the failure to provide upward mobility for people of limited formal education, limited skills and limited training. In the last decade success has been made in improving the upward mobility of those who already have mobility, who have education, who have money and skills.

To begin recruiting and training auxiliary personnel, Mr. Farmer believes that we must have career attitudes and training built in so that those with the motivation, with the talent and with the potential can move up. In other words, teacher aides can become teachers.

In new careers the delivery of service is improving. The delivery of various services will improve by using paraprofessionals. In addition there is a real need for coordination of the various services throughout the country. Mr. Farmer would like to see coordination of various services of education, of health, of welfare, of nutrition, and of home-making so that the problems that affect the communities of the poor can be effective because they are coordinated and interrelated.

Mr. Farmer stated that paraprofessionals who can make it, if we provide enough training, then can become colleagues in the ranks of professionals and others then can become the paraprofessionals. Ultimately, this will give the people who have not had a stake in society, a stake in it. By using paraprofessionals, we ultimately then can make a significant contribution to the nation's viability and its future because all people then can come into the family. The poor can move up the career ladder and then will consider democracy theirs, too.

#### Content of Group Discussions

On the first day of the conference considerable time was allowed for group discussion following the presentation by Dr. Sidney A. Fine. As a part of the preparation for the conference, participants had been asked to identify some tasks which were now performed by paraprofessionals in their state. This material provided a common departure point for discus-

sion groups. Discussion groups were organized with representatives from all the various disciplines of home economics in each group. Various groups concentrated on different aspects of the paraprofessional program. Topics for the various groups were: para-professional curriculum, professional curriculum, standards and credentializing, implementation, core tasks, meanings of new career programs, and developing career ladders and lattices.

Participants shared tasks now being done by paraprofessionals, reflecting a broad spectrum of activities including paraprofessionals for low-income housing programs, health aides, food aides in an expanded nutrition program, teacher aides, homemaker/home health aides, management aides, dietary aides, and food service supervisor.

Group discussions indicated that it was impossible to list a core of tasks for a paraprofessional in the same way that it is impossible to list the core tasks for home economists in general. In other words, tasks could not be generalized for a paraprofessional but in terms of specifics for a particular job.

This does not say that there are not commonalities among some of these specific jobs but that the tasks need to be thought of in a very detailed way in order to establish a standard for performance.

There appears to be little information available at present regarding standards used for hiring and promoting paraprofessionals. Standards must be based on the tasks expected of the paraprofessional in each specific career area.

Since many professional home economists have not had training in supervision and personnel management, it was strongly recommended that the home economist: (1) be provided training in the effective utilization of the resources of the auxiliary worker; (2) be provided the training necessary to help her understand the work of the auxiliary worker; (3) be provided the training necessary to help her understand the work of the auxiliary worker and its relationship to the total job, and (4) be provided training opportunities in supervision and human relations.

Some common ground rules covering group thinking in the discussions were: (1) some kinds of paraprofessionals can be used in the hierarchy within which each of us operates; (2) budgets and staffing schedules are tightly controlled by government and business for the particular function within which we operate; (3) with thought and effort, meaningful rewarding jobs for paraprofessionals can be developed in a wide variety of home economics positions or in its programs; (4) it is our duty as professionals both to find positions where paraprofessionals can work successfully and to train them for these positions; (5) jobs within a discipline might wisely be structured so that each worker could, with understanding, stay within a specifically designed group of tasks or, with training, move to a job with more responsibility; (6) education comes through experience, academic classwork, or a combination of both; (7) home economists have a responsibility to see that the people who have the ability to rise within their chosen field are allowed to do so and to train them toward promotion commensurate with their abilities and wishes; (8) careers which have effective built-in ladders and lattices require market research on the part of the home economists and time for successful implementation;

(9) as we relinquish tasks to the paraprofessionals we can assume the responsibility for their welfare in the areas of monetary compensation and personal reward; (10) the professional can work as a salesman for a group of paraprofessionals; (11) flexibility is a prerequisite of the professional.

#### Content of Regional Discussions

As with all AHEA sponsored conferences the Workshop on Utilization and Training of Auxiliary Personnel in home economics was conceived as something more than a one exposure, self-contained experience for the participants. Each conferee was expected to give leadership at local and state levels in expanding the learning and orientation received at the workshop into a network of activities which could inspire training and utilization programs. The workshop committee, therefore, planned for two regional discussion group meetings at the conference. From these meetings, came the following recommendations for follow-up activities: (1) survey all agencies, training and/or using paraprofessionals in home economics related programs; (2) study the common concerns of training auxiliary personnel; (3) communicate information gained at the workshop to others through home economics state meetings; (4) analyze professional jobs to determine what can be done by paraprofessionals; (5) investigate legislation relative to paraprofessionals; (6) ask state home economics associations to appoint working committees on auxiliary personnel; (7) circulate among other states in the region each state's plan of action and copies of printed materials; (8) encourage home economists in local areas to seek out and work with agencies that have auxiliary personnel.

#### Evaluation

The workshop was evaluated in several ways. First of all, daily evaluations were made of the workshop as it progressed. In addition, an evaluation was made at the end of the workshop to indicate the degree to which the objectives were met. Also, six months after the workshop an evaluation form was sent to the participants to indicate the kinds of follow-up that had occurred following the workshop.



### Chapter III - Results

Enthusiasm, interest and motivation was maintained throughout the accelerated tempo of the workshop. Personal commitment to the goals of the workshop were demonstrated through the professional manner in which the conferees engaged in the various program activities. The multi-disciplined composition of the workshop provided opportunities for interaction on a broad base for common concerns.

Comments reviewed on the evaluation forms confirm the quality of the speakers, both as to personality and content of presentations. Discussions, demonstrations and exhibits all evidenced that the program committee carried out its assignments in the true manner of a home economist's commitment, the knowledge and understanding of the use of available resources.

Presentations acquainted home economists with the possibilities the home economics profession can offer through the participation in training of auxiliary personnel. All of the speakers stressed the need for delineation of tasks in order to prepare job specifications for auxiliary workers. Speakers also pointed up the need for home economists to prepare, in detail, the task of her position in order to determine which ones could be delegated to auxiliary personnel.

In order for the home economist to embrace and implement the goals of the workshop, the speakers left no doubt that the attitudes of many of the professionals toward the use of auxiliary personnel would require change.

Many examples were given to illustrate that working with auxiliary workers provides a two way street for an interchange of experiences, ideas, creative abilities, respect and appreciation of the competence of each, that need not be predicated on formal education.

Suggestions made for follow-up by the American Home Economics Association were:

- (1) Appoint a task force to develop specific terminology to describe each home economics related occupational group, listing actual job specifications for each job.
- (2) Exhibit at the AHEA annual meeting materials being used such as films, slides, publications, etc. in the training of auxiliary personnel.
- (3) Help professionals keep up-to-date on programs which utilize and train auxiliary workers through a newsletter or other printed information.
- (4) Focus on the subject of auxiliary workers at a general session of the 61st AHEA annual meeting.

Following the workshop, nine of the active planning committee members for the Auxiliary Workshop very emphatically approved the move to request the AHEA board to take further steps in exploring and implementing



recommendations which came during the workshop and as a part of the evaluation. Committee members were asked if a National Task Force should be appointed to further study and explore the training and utilization of auxiliary personnel in home economics. The following points were identified in support of this request:

- (1) New careers in relation to home economics professions need to be explored and developed.
- (2) In depth consideration of many aspects of auxiliary personnel is needed.
- (3) Priorities need to be established so that leadership can be given to orderly and effective next steps.
- (4) Career ladders and lattices in the various subject matter sections need to be developed and presented to the public (non-home economics).
- (5) Ways are needed of assisting professional home economists to accept and assume leadership in the expansion of their profession.
- (6) A means of exchange needs to be planned so that duplication of services may be avoided, so that services may be provided to people.
- (7) Home economists need to recognize that as they learn to delegate minutia to appropriate auxiliary personnel they become truly a professional.
- (8) Reliable information on career levels and educational programs for preparing auxiliary personnel needs to be disseminated to appropriate institutions and agencies under the professional label of AHEA.
- (9) Considerable thought will also need to be given as to how auxiliary personnel in home economics fit into the structure of the American Home Economics Association.

As a result of these suggestions from the planning committee the AHEA board at its January, 1970 meeting received a recommendation from the committee on the auxiliary personnel workshop to continue efforts in this line by appointing a task force of representatives in the Washington area. The task force was appointed to identify possible follow-up and procedure and the kind of commitment that would be required both financially and staffwise. This task force will report back to the AHEA board before their June, 1970 meeting.

At the suggestion of one of the home economists in business who attended the auxiliary workers conference, the chairman of consumer services for the Gas Manufacturers Association has set aside a half hour at the April meeting of this association to devote to a report of the auxiliary workers conference. A member of AHEA in the Washington area who attended the conference will report to this group.

#### Evaluation

An end of the workshop evaluation was conducted to determine the degree

to which the objectives had been met. A summary of this evaluation is reported below:

This workshop has:	<u>Much</u>	<u>Some</u>	<u>Little</u>
1. Increased my understanding of the philosophy, preparation, and use of auxiliary personnel	50	44	2
2. Helped me explore ways of extending the reach of home economics by utilizing human resources more efficiently	31	59	9
3. Helped me to examine existing job responsibilities in the various professional home economics careers, and to identify those tasks which can be assumed and are attractive to auxiliary personnel in home economics	27	42	26
4. To consider existing legislation related to auxiliary personnel and to explore the need for initiating new legislation at local, state and national levels	46	45	7
5. Has provided direction for me in assuming leadership at regional, state and local levels in the utilization and training of auxiliary personnel in the various areas of home economics	23	58	15

At the end of six months a post-evaluation questionnaire was sent to 166 participants of the workshop to determine if any studies, surveys, or programs had been implemented as a result of the workshop. Eighty-one questionnaires were returned.

The results indicated:	<u>Yes</u>	<u>No</u>
Surveyed agencies using paraprofessionals in my state	25	49
Studied common concerns of training for auxiliary personnel in my state	18	54
Communicated information to others through a state, regional or local meeting	63	16
Analyzed professional job to determine what could be done by paraprofessionals	26	49
Investigated legislation relative to paraprofessionals in my state	10	62
State Home Economics Association appointed a committee on auxiliary personnel	33	38

Encouraged home economists in local areas to seek out and work with agencies that have auxiliary personnel	50	22
Additional action taken by me or my state association	28	39

A few comments from the post-evaluation questionnaire are as follows:

•A "New Careers Task Force" is being organized at state level. All agencies using aides are working together to (1) prepare directory of agencies using aides, (2) explain possibilities of joint or cooperative efforts in training, (3) compile job descriptions for all aide positions, (4) provide means for mobility of aides among agencies.

•Action Committee has been appointed to plan fall workshop or other state activities.(Reported numerous times)

•Representatives from community colleges are meeting to develop a program for training aides in child development, food service, teaching.

•Have a better idea of many agencies in state using auxiliary personnel and will work toward joint effort in training auxiliary worker.

•Advised master candidates doing research on this subject.

•Information used to enrich and expand on-going program of developing personnel, many of whom might be classified as paraprofessionals.

•Investigated with other agencies possibilities of common training for auxiliary personnel.

•A questionnaire was circulated at the state home economics meeting to determine interest. This established so much interest that a workshop is planned for fall. (approximated ten states)

•Volunteers in home economics subject matter have made themselves available to serve on state and city planning committees.

•Have a better idea of the extent to which auxiliary workers are being used by different agencies.

•Re-directed thinking in that paraprofessionals must not be segregated as being different from professionals in aims and goals. They need more help and direction.

•The information gained from the workshop has been used extensively. The materials have been helpful in training home economists who supervise paraprofessionals.

•State home economics association has appointed a committee on the paraprofessional to develop guidelines and certification. If this Ad-Hoc Committee is successful it is expected that legislative effort will be made to ensure salaries and training programs.

•The results of a state home economics association survey taken after the Workshop on paraprofessionals in home economics indicated that 51 out of a possible 53 reporting, stated that paraprofessionals would be helpful to them in their professional jobs, Extension Agent, and 64 out of a possible 66 indicated they would be helpful in teaching.

•Ideas received at the workshop were useful in the establishment of the state special consumer and homemaking program of the state department of vocational education division. This program was organized after the national workshop.

•Members of the state home economics association have informed their state legislators of the need to establish minimum standards for the education of teachers, assistant teachers, and aides in early childhood education programs.

In summary, it is anticipated that the follow-up of the national workshop will have a far reaching effect through state workshops and conferences; training programs; cooperative efforts of agencies; curriculum development; and research.

## Report of Discussion Groups

### Group I

1. If we want other people to change, we must also change.
2. Must be willing to relinquish some cherished activities of our own.
3. Many types of persons could be used to extend the work of the home economist.
4. The professional and the nonprofessional:
  - There are over-lappings - cannot fully or completely separate these.
  - Why not think, rather, in terms of a team concept in which each makes his contribution to human needs.
  - What are the tasks to be performed?
  - Home economists need to look at the needs of people, what the home economist is doing and should but can't do - then describe the task for the paraprofessional and recruit and train them for the tasks which they are capable of performing.
  - The paraprofessional may also help the professional define problems and find solutions to them
  - The paraprofessional will have boundaries regarding responsibilities and tasks based on knowledge and skills.

### Group II

Discussion pointed up the need for definition of terms - paraprofessional - which to some meant any sub-professional or aide and to others meant a two-year college graduate in a home economics program. What does the term "aide" actually define in terms of the home economics employment field?

There was consensus that a coordination of programs for the training of aides for both volunteer services and for remunerative positions was necessary.

A clearing house to coordinate programs both of training and of employing of auxiliary workers was highly desirable.

A basic curriculum could be built around how to work with people; the acceptance of others at their level; and knowledge of community resources. A need for common core training, regardless of the specific field in which the auxiliary worker is to be employed seemed to evolve from the following list:

- human relationships
- flexibility
- reality
- creativity
- decision making
- conscious use of self

The assurance of a job must go hand in hand with the training of the aides.

### Group III

College and University Staff may, in the future, train persons in colleges and Junior Colleges, or at the vocational level, who, in turn, will train the paraprofessionals.

One of the trainings that may need to be included in home economics curricula at college level, is sensitivity training. This should include training to develop both self-awareness, and awareness of attitudes, and reasons for reactions of paraprofessional trainees. By self-awareness, it is meant that instructors of paraprofessionals must understand our own prejudices and attitudes that might limit our ability to promote our goals.

A responsibility we have is to more clearly define both the professional job as well as the auxiliary workers job. Are we selling ourselves, as professional home economists short, by doing "busy work" which could be done by others, and which could be a waste of our professional training? Should we set higher goals for ourselves? Have we clung to some of the old routines because they are easier, and we feel more secure in them?

Times are changing. We will either rise to meet the challenge and grow in our profession - and our profession will grow through us, or we will all fail together.

### Group IV

We in Group IV did not discuss each of the questions on the list, but rather directed our discussion more specifically to the concern related to training and its implication for setting standards and credentials. The discussion led to five summary points:

1. The tasks the auxiliary workers are expected to perform in each career area must be determined by the employer.
2. There appears to be little information available at present regarding standards used for hiring and promoting paraprofessionals. Standards must be based on the tasks expected of the paraprofessional in each specific career area.
3. The training needed, both pre-service and in-service, should be determined by the tasks and the standards set.
4. Since many professional home economists have not had training in supervision and personnel management, it was strongly recommended that the home economist (1) be provided training in the effective utilization of the resources of the auxiliary worker, (2) be provided the training necessary to help her understand the work of the auxiliary worker and its relationship to the total job, and (3) be provided training opportunities in supervision and human relations.
5. The concept of credentializing of paraprofessionals or auxiliary workers was touched only briefly in the discussion. However, one recommendation was forcefully made by the group: that credentials not become so rigid as to preclude development of the

individual within the career. This would appear to be a vote in favor of credentializing experience.

#### Group V

#### Standards for hiring and promoting

In all areas, there is lack of job development: - so many jobs are dead ended; the opportunity to advance must be available.

Comments regarding hiring standards:

- Some reading and writing ability; formal schooling not asked for
- Personal interviews; some in applicant homes and some in offices  
It appeared that the place of interview varied according to rural-urban location.
- Staff not adequately trained to interview
- Several people indicated they attempted to employ auxiliary personnel who were different than the person doing interview: Was felt that they served the "audience" better.

A major concern centered around the fact that the demand for the jobs may be greater than the number of positions open. What happens to the people who are not employed? They may be referred to employment or other local agencies. Not much appeared to be done in this year. One person indicated that the great number of applicants helped change attitudes of community people who felt that "poor" people didn't want to work.

Job performance was tied to promotion. There does not appear to be standards for job performance (other than judgmental).

Standards used in hiring aides:

1. Level of skills already acquired
2. Body of knowledge = school or experience
3. Ability to communicate (may be included in training).
4. Maybe in-training entry levels need to be lower.

Need standards for person doing hiring.

We are not employing people who have no skills. How can we credentialize the body of skills and knowledge they have (before or after formal training programs, on-the-job experience, etc.)?

We might work toward career ladders starting earlier (for youth) as preventative measure.

Person-to-person service is one of the most highly skilled jobs, yet lowest on pay ladder.

What are we doing to help "hard core unemployed" become prepared to get into some of these programs.

Should home economists be thinking about training Home Economics teacher aides?

What is scope of auxiliary personnel we are concerned with?

business  
education  
public service

Does accomplishment of a status position need to be tied to credit-awarding training?

We need to set performance standards for ourselves. We also receive no training in supervision.

What might teacher education institutions do better to help students, many of whom are now going into community service agency positions?

- 1) In-service with community agency during college
- 2) Better preparation for working with people

Group VI

Implementation

1. Need to consult people for whom we are making plans - include in planning
2. Look at purposes of total programs to see possibilities of jobs for paraprofessionals
3. Look at our own job tasks with help of objective outsiders.
4. Factors for consideration
  - a) administration
  - b) social structure
  - c) attitudes
  - d) frustrations
  - e) finances

Need to concentrate more on task than training

Needs heard

1. Curriculum changes needed
2. Need to be equipped to hear and teach others to teach
3. Field service for home economists
4. Need help to supervise others
5. College credit for experience
6. How much credit as aide



7. Explore meaningful standards
8. Establish programs woven into existing organizations not applied from top with limited federal funds or legislation.
9. Programs tailored to locale and subject matter broad enough not to be limiting.
10. Establish association for paraprofessionals.

#### Group VII

The term paraprofessional was considered, and it was agreed that this was not a job title in itself. Some of the characteristics mentioned for a paraprofessional were as follow:

- 1) May not have formal training in a particular area of pursuit
- 2) Less than a B.S. degree in the professional area under consideration
- 3) Actively concerned in a wage earning capacity
- 4) Works under a professional
- 5) Can best be defined by the task which she performs

The following ideas were expressed:

- a) It is impossible to list the core task for paraprofessionals. We need to know the task for a particular job, first.
- b) It was suggested that groups of similar interest work together to do task analysis.
- c) Specific tasks for one particular auxiliary worker were identified:

Visited the home assigned to her  
 Gained entry to the home  
 Talked  
 Used judgment in winning cooperation  
 Identified herself and why she was there  
 Followed very explicitly stated questionnaire  
 Assessed obvious needs and made referrals.

#### Group VIII

We lack identification of tasks on the job Are we confusing paraprofessional training and training for jobs using home economics knowledge and skills?

There is no threat to the professional if the professional knows what she wants to do when a paraprofessional can take over certain defined tasks.

There are many opportunities for paraprofessionals in home economics but

not every home economist will have the need.

The home economics field is so broad that each discipline or specialized area needs to develop their training programs. Consider seriously the qualifications. Is a high school diploma really necessary?

What commitments does a new career program impose on the employing organization?

- Take leadership in identifying programs rather than permitting need to be filled at random.
- Who is responsible for establishing career ladder?

Each area in home economics needs to determine own paraprofessional jobs and programs, then have AHEA set committee composed of members from each area to combine, integrate, etc. In other words, start at local level and move to national level.

There must be well defined limits to auxiliary workers and professionals' jobs. Otherwise limits become grey, overlap, may be dissatisfaction on part of auxiliary worker and professional.

#### Group IX

Because of the wide range of experience and positions held by group members, specifics were hard to develop. However, some common ground rules covering group thinking were established. They included the following:

1. We can use some kinds of paraprofessionals in the hierarchy within which each of us operates.
2. Budgets and staffing schedules are tightly controlled by government, business, or the particular structure within which we function.
3. We can develop meaningful, rewarding jobs for paraprofessionals in a wide variety of home economics oriented programs.
4. It is our duty as professionals both to find positions where paraprofessionals can work successfully and to train them for these positions.
5. Jobs within a discipline might wisely be structured so that each worker could, with understanding, stay within a specifically designed group of tasks, or with training move to a job with more responsibility.
6. Education comes through experience, academic class work, or a combination of both.
7. Home Economists have a responsibility to see that the people who have the ability to rise within their chosen field are allowed to do so, and to train them toward promotion commensurate with their abilities and wishes.
8. Careers which have effective built-in ladders and lattices require market research on the part of the home economists and time for successful implementation.

9. As we relinquish tasks to the paraprofessional, we can assume the responsibility for their welfare in the areas of monetary compensation and personal reward.
10. The professional can work as the salesman for a group of paraprofessionals
11. Flexibility is a prerequisite of the professional

#### Group X

The discussion centered on problems and other aspects of keeping programs in operation more permanently. A usual situation is after gaining expertise and demonstrating a successful program, all ceases with the end of funding. Suggestions given were:

1. Multiple funding
2. Know agencies in your state and region who can help you
3. Top volunteer resources

#### Other points of discussion:

1. Must make career ladder clear. People are not satisfied with a lack of opportunity to progress. All may not aspire to climb the ladder, but the important thing is that the ladder is there.
2. Gaining self-satisfaction is rewarding to auxiliary workers
3. Need to identify leadership from within the target group
4. Difficulty involved in keeping an effort going
5. Volunteers can help solve the budget problem
6. College courses for the auxiliary worker should be relevant to the work, practical, feasible and adaptable to the level of the participants.
7. Auxiliary personnel can feedback from the target community what professionals could never get from the community.

## SUMMARY OF REGIONAL REPORTS

### Region 1

It was generally agreed that each state within this region needs to do a status-type study of what actually is being done in the training and use of auxiliary workers -- what agencies are doing this and in what aspects of home economics, subject matter and skills. Such a study could facilitate communications among agencies involved with auxiliary personnel and coordinate training programs and bring about better utilization of trained workers. The representatives from each state made a commitment to initiate this through the respective state home economics associations. All further action would evolve from these findings.

A further step would be using the auxiliary worker as the theme for state association meetings in the very near future to increase the awareness of the total membership.

At least two of the states recognized implications for the development of career programs to be offered at the community college level with possible movement into the four year college program for the student showing motivation and potential.

There appears to be a definite need for standards to be developed for various types of positions -- and possibly legislation.

### Region 2

#### Action Taken by Chairman

Challenged group to think in terms (1) of words frequently used in two days such as task, system analysis, para-professional, professional relationship, communication, etc. and (2) their present positions and familiarity with the workings of other agencies.

Then asked to present a tentative plan of action that could be implemented in state-given adequate personnel and funds. The group was divided -- New York and New Jersey.

The final plan evolved after the two groups rejoined forces for final report. We feel the following needs to be done:

1. Survey of all agencies using and/or training paraprofessionals in home economics related areas.
  - a. Sources of funding - State, federal (wage scale)
  - b. Define para-professional, delineate training, task assignments and promotion procedures.
2. Develop a core curriculum for all programs and pursue the development of geographic training centers.

The group suggested that AHEA pursue the following topics:

1. Investigate the development of unions for paraprofessional concerns raised: (a) how unions will influence an agency's control over aides - training, wages, etc., (b) what joining unions can mean to the paraprofessional financially, advancement (c) what can we expect when unions make contact with paraprofessionals.
2. AHEA Legislative Committee pursue (a) contracts - the wording of a contract for paraprofessionals -- legal bounds that restrict action, (b) matter of welfare payment and males and females on job (while each state has its own guidelines what should we know from the Federal legislative aspect).

### Region 3

What action each state will take

#### Maryland

1. Report to State President recommending
  - A. Immediate appointment of Task Force to:
    - (1) Assess current status of paraprofessional programs including population being served.
    - (2) Report to Association at Spring Meeting to inform membership re: auxiliary workers in the state
  - B. Second Task Force to spearhead efforts for studying standards for licensing child care workers and supporting appropriate agencies in initiating standards changes.

#### Virginia and West Virginia

1. Find an interdisciplinary approach at the state level to work as a task force to identify jobs that are using or may use auxiliary workers including such disciplines as:

Social Welfare	Education
Health	Child Welfare
Extension	

2. The task force should spell out the job at hand and develop its own approach:

Examples listed are:

1. What is being done
  2. Where
  3. How it is done
  4. When it is done
  5. Who will do this
3. AHEA to develop some method or means of disseminating information to other members of the state associations.

### Pennsylvania

Report to state president and give recommendations including follow-up action.

### District of Columbia

Develop task force to explore how and what are the common concerns of training auxiliary worker and report back to Association.

1. Explore commonalities of training
2. Involve other agencies
3. Report to executive board and association
4. Association sponsor training for professionals - job analysis or supervision skills.

### Region 4

Participants felt the first step was to communicate information gained at workshop with executive board of each state association. They felt plans for initiating action would have to be developed with each state board. Participants felt that a one-page summary of suggestions for ways of implementing goals of workshop as suggested by various regions (as outlined at the workshop) be sent to participants and state presidents as soon as possible since some time will elapse before the proceedings are published. An article in the Journal of Home Economics might also be helpful in communicating ideas about training and use of paraprofessionals to the membership.

### Some Suggested Activities

1. Communicate understandings gained in the workshop to other home economists through:
  - a. Portion of program at state meeting
  - b. Area workshops within a state
  - c. State workshop
  - d. Workshop combining several states
  - e. Publish information in state newsletter
2. Work toward coordination with other professions training paraprofessionals through:
  - a. Discussions with leaders in other professions probably beginning in local community
3. Each participant work an analysis of her own job to determine what work could be taken over by a paraprofessional

4. Collect information about job opportunities in various areas of work. Some information has already been collected for the five-year plans for State Department for Vocational Education.
5. Encourage sharing information already developed in various states regarding job analyses, career ladders, etc. through state presidents.
6. Investigate type of legislation needed for certification or licensing in certain occupations at professional level.
7. Develop TV programs to disseminate information about contribution of professionals to the general public.
8. Suggest that goals of the workshop be further implemented by including planning for the pre-professional in the AHEA program.

#### Region 6

There is a need to standardize the titles for levels of jobs on the career ladder, for example, child care aide at the high school level and child care assistant at the post-secondary level.

High school teachers can help identify and recruit potential students for training programs.

The group will upon return to Region 6 meet with various agency leaders and members of state home economics associations; leaders of business organizations to either initiate or further develop the above ideas.

Since there are commonalities in food service worker, nutrition aide, dietitian aide, home health aide, and homemaker assistant some research could be done of the most efficient training programs for these occupations.

#### Region 7

Ideas on how we hope to use what we have gained from the Conference:

1. Work on minimum wage law and other forms of legislation
2. Investigation of legislation relative to hiring paraprofessionals; i.e., school food service personnel, etc.
3. Investigate more thoroughly what is going on within the state.
4. One state plans to meet with representatives of home economics specialties in considering entire area of paraprofessionals.
5. Report to membership of what is going on in the area of professionalism.
6. Investigate needs for paraprofessionals within the state
7. Consider the requirements for entry level positions. Is high school graduation needed? Can we measure potentials?

8. Recommend clarification of term - Aide level worker - the entire semantic hang-up or misconceptions.
9. Recommend that the American Home Economics Association determine a structural framework on job titles, ladders, or levels, job analysis for work of the auxiliary personnel. Cover all subject matter areas.
  - ex. Aide might always refer to entry level, top person might be called supervisor.
  - What education or training might be required?
  - Other terms suggested: semi-skilled, skilled, technician, professional
  - Should AHEA do these things for us before some outside agency steps in and does it as is the case of the social workers.
10. AHEA should be complimented for giving the opportunity for serious consideration of a vital problem.
11. Need to set standards for individuals to adhere to consider training for advancement up the ladder.
12. One individual felt family economics aid could be used to cover a variety of aides. One name less confusing.
13. In Extension two levels of paraprofessionals. Examples of definition and levels were given for the field of dietetics.
14. Is revision of definitions of aides as established by federal agencies needed now? Term "assist" used too extensively.
15. Some guidelines cannot be established at national level because of difference in state laws.
16. Perhaps we need to label persons in area of home economics in order to keep our field in business.
17. Recommend that AHEA establish guidelines in position labels to avoid confusion.
18. Consider the problem: high school graduates to only be considered? or those with potential? (if measurable)
19. Recommend exploration at state and national level in particular subject matter area in order to set titles, standards, level ladders.

#### Program of Attack - Next Step

1. Relay recommendations to AHEA for follow-up by Dr. Beavers and appointees whom she designates.
2. Develop job titles, descriptions, ladders at national level. Persons from each subject matter field would need to assist.



3. Establish qualifications based on:

- A. Training in hours
- B. Experience
- C. Supervision

4. Group 7 recommends that AHEA appoint persons to establish broad levels, titles, or framework for aide level workers. Bring area (subject matter) specialists into Washington for consultations. Could also work on broad definitions for paraprofessionals.

5. Work on acceptance of paraprofessionals by professionals

Region 8

Each state association will develop its own plan for working with auxiliary personnel.

Our group discussed the following:

1. Try to get state agencies together to combine efforts and avoid duplication.
2. Representatives at this workshop will take leadership along with State home economics association officers in developing a working committee composed of all agencies concerned with auxiliary personnel.
3. Publicize our efforts through newsletter to members and through newspaper articles.
4. Hold workshops or a state home economics association meeting. Report plans and accomplishments to meet deadline dates of January 1, April 1, and June 1.
5. Each state association will circulate among other states in the region, its plan of action and printed materials.
6. Encourage home economists in their local areas to seek out and work with agencies who have auxiliary personnel. (This hopefully will lead to home economists being invited to the state meeting of Social Welfare)
7. We want to continue to think about what other auxiliary personnel positions can be developed.
8. Consider state home economics associations developing a list of auxiliary workers being available to assist with in-service training of professionals who plan to work with auxiliary workers.
9. Develop job descriptions for aide programs.
10. Consider two-men college programs as a source of training for auxiliary personnel.

#### Suggestions for AHEA consideration

1. Upgrade occupations done with your hands.
2. Can housekeeper be put on same basis as a secretary, i.e., can her salary be subtracted before income tax is computed. The same question can be directed to cost of child care when professional or volunteer woman is working.

Justify the cost of homemaking regardless of what the woman is doing. Double check with IRS so worker gets social security, unemployment insurance.

3. Can AHEA use its legal advisor to present the above ideas to national political leaders. When action is taken, all AHEA members need to be informed.
4. Can industry provide household care as a fringe benefit for its employees?
5. Can industry give political and personal support to programs like Mrs. Bowen's -- scholarships to adults and new career programs.
6. Can AHEA set up committees from colleges and universities to work on career ladders and new career training programs? How shall higher education programs be adapted to these needs?
7. Is it possible to grant proficiency credit for previous on-the-job experience?

#### Region 9

This region wishes to emphasize that suggestions and ideas presented herein are tentative and subject to approval and assistance of others for implementation.

Possibilities for follow-through that seem feasible on the national and/or regional level:

- Circulate, as working papers, findings and conclusions from this conference to inform the home economics constituency of current changes in the field and to provide a basis for future developments.
- Center interest at the AHEA annual meeting on the paraprofessional movement.
- Define specific responsibilities for state home economics association presidents for follow-up procedures from states.
- Provide help in structuring new careers in the home economics field, bringing in experts in functional job analysis.
- Help states to explore motivational factors related to recruitment

and selection of paraprofessionals and to examine other pertinent areas of research.

- Consultant services from AHEA in establishment of workable organizational patterns for horizontal and/or vertical career progression.

Possibilities for follow through on state, county and/or local level:

- Identify opportunities for employment of auxiliary workers.
- Establish pathways for articulation between states, within states, from program to program and school to school.
- Identify the core curriculum needed by all auxiliary workers in home economics related jobs.
- Attempt to integrate efforts of various agencies in training of auxiliary personnel to avoid duplication and to assign various facets of training to the appropriate agency.

#### Region 10

A major question considered during the discussion was who should take leadership in either state or regional followup of the AHEA workshop. A secondary question discussed was whether follow-up should be on a regional basis or a state-wide basis.

Growing out of the discussion of who should take leadership in the follow-up program was a recognition that those participating in the discussion did not have full knowledge of all auxiliary workers now being utilized within our states. It was therefore recommended that the states in this region work with their state home economics association to plan a study or survey to identify auxiliary workers who are working under the supervision of the home economists and those who are working to improve family life but under the supervision of other professionals. Persons and agencies which were suggested as sources of information in conducting the survey were state leaders of the Cooperative Extension service, state departments of public assistance, state school lunch supervisors, state supervisors of home economics education, vocational directors for head of home economics at community and junior colleges, and state departments of institutions. Information that was to be secured in the survey were the number of aides or auxiliary workers that are presently employed, the name of the employer, the kind of supervision given to the auxiliary worker and the type of training available for auxiliary workers.

State or regional workshops similar to the AHEA workshop were suggested as one possible follow-up. Persons participating in the regional discussion did not feel that they could make specific recommendations without checking further with their own agencies and with their state home economics association. It was suggested that the participants from each state contact the president or executive committee of their state home economics association and present several alternate plans for follow-up within the state.

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APPENDIX A  
SELECTION OF PARTICIPANTS

## CRITERIA FOR SELECTION OF PARTICIPANTS

Both members\* and non-members of the American Home Economics Association were eligible. It was recommended that the ratio be one non-member to every five members of AHEA. (The admission of non-members made it possible for working units of people, such as a home economist, an administrator and/or an employer from the same organization to attend as a team.) Officers of state home economics associations affiliated with AHEA were invited to submit lists of eligible persons, with a minimum of two from each state and proportionately larger representation from larger states. It was emphasized that special attention should be given to inclusion of young professionals and students of home economics.

### I. Specific Requirements

AHEA participants were required to hold active membership in the association.

All state associations affiliated with AHEA were expected to be represented

Student home economics associations affiliated with AHEA were mentioned particularly as sources for potential registrants.

#### A. Member participants

AHEA participants were to be selected from among the following job responsibilities or affiliations:

1. State or local supervisors
2. Federal, state or local workers and educators in
  - a. Health
  - b. Welfare
  - c. Home Economics
3. Administrators of Home Economics Departments in Higher Education
4. Extension home economists, specialists, leaders, directors
5. AHEA representatives
  - a. State presidents
  - b. Representatives from AHEA Professional and Subject Matter sections
6. Researchers
7. Home Economics educators, U. S. Office of Education
  - a. Area specialists
  - b. Chiefs and/or Assistant Chiefs

#### B. Non-member participants

Auxiliary personnel in home economics were eligible

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\*Membership in AHEA is limited to persons with a bachelor's or advanced degree in home economics or a specialized area of it or with a degree in an area related to it and two years' experience in home economics.

Employers or potential employers of (1) home economists and (2) home economics-trained auxiliary personnel were eligible from among the following:

1. Business
2. Labor Unions
3. Organizations such as NEA, AVA, FHA, Youth Groups, Chamber of Commerce
4. Education: College, elementary, secondary, school board, Extension Service, Research
5. Government: Office of Equal Opportunity, Job Corps, Department of Labor, Commerce, HEW, USDA, Others
6. Auxiliary personnel
7. Volunteer
8. Other interested professions, disciplines or organizations that may work with home economists

## II. General Requirements

AHEA stated that participants "should be leaders" who would be able and willing to:

1. Instigate and give leadership to a follow-up workshop with similar objectives to the national one
2. Report to the AHEA Foundation on action taken in their home states toward implementation of workshop recommendations
3. Remain as participants throughout the entire conference

### SPECIMEN LETTER OF INVITATION

You are invited to participate in the national workshop on the "Utilization and Training of Auxiliary Personnel in Home Economics" to be held at the University of Nebraska Center for Continuing Education, Lincoln, Nebraska, October 19-22, 1969.

Although there are 100,000 professional home economists employed in the United States today, the need for expertise in meeting individual and family needs far exceeds this supply. To consider ways of filling this gap, the American Home Economics Association is sponsoring a national workshop to explore the use of auxiliary personnel.

The specific objectives of the workshop are:

To increase the understanding of the philosophy, preparation and use of auxiliary personnel

To explore ways of extending the reach of home economics by utilizing human resources more efficiently

To examine existing job responsibilities in the various professional home economics careers, and to identify those tasks which can be assumed by and are attractive to auxiliary personnel in home economics, the utilization of which will be predicated upon societal needs

To explore existing legislation related to auxiliary personnel and to consider the need for initiating new legislation at local, state and national levels

To provide direction for conferees in assuming leadership at regional, state and local levels in the utilization and training of auxiliary personnel in the various areas of home economics

Highlights of the workshop program are enclosed. Approximately 200 key home economists and others will attend this important meeting. Participants will include men and women working in home economics teaching, research, administration, extension, business, health, welfare and other fields. A limited number of participants will be employers or potential employers of home economists and home economics trained auxiliary personnel.

The AHEA workshop is partially funded under a grant from the United States Office of Education but a registration fee of \$10.00 is necessary to cover additional expenses. Rooms and meals and transportation will be at the expense of the workshop participant.

A copy of the workshop proceedings will be mailed to each participant following the workshop.

Those who accept the invitation will be expected to attend the entire workshop, from October 19-22 and assist with any follow-up at the state

level. The planning committee asks for the privilege of selecting an alternate in case you are unable to accept.

Enclosed are two registration forms. We ask that one of them be returned to AREA by September 26, 1969.

Also enclosed is a housing form. If you plan to attend the workshop will you please fill this out and return with your registration form. In addition we are sending the names of those persons invited from your state so you may make travel and living arrangements.

LISTS OF PARTICIPANTS, SPEAKERS,  
PLANNING COMMITTEE AND STAFF

**A. Participants**

Mrs. Margaret Alexander  
District Extension Home Economist  
Agriculture Extension Service  
P. O. Box 391  
Little Rock, Arkansas 72203

Mrs. Phyllis Alvey  
WIN Program Coordinator  
Arizona State Department Vocational  
Education  
412 State Office Building  
Phoenix, Arizona 85007

Mr. William M. Anderson  
Academic Dean  
John A. Logan College  
111 East Cherry Street  
Herrin, Illinois 62948

Miss Agnes L. Arthaud  
Assistant Director  
Agricultural Extension Service -  
Home Economics  
University of Nebraska  
213 Agriculture Hall  
East Campus  
Lincoln, Nebraska 68503

Miss Lynn Auten  
Manager, Consumer Foods Services  
General Mills, Inc.  
Betty Crocker Department  
9200 Wayzata Boulevard  
Minneapolis, Minnesota 55440

Miss Diane Ball  
Louisiana Cooperative Extension  
Service  
Louisiana State University  
Knapp Hall  
Baton Rouge, Louisiana 70803

Mrs. Marie Bannon  
Home Economics Coordination  
North Central Technical Institute  
Wausau, Wisconsin 54402

Dr. Margaret V. Barkley  
Teacher Educator  
Department of Home Economics  
Arizona State University  
Tempe, Arizona 85281

Mrs. Betty Bay  
Extension Assistant  
Extension Service  
Professor, Nutrition  
Colorado State University  
Room 13, E Wing, Rockwell Hall  
Fort Collins, Colorado 80521

Dr. Alma Bentley  
State Supervisor of Home  
Economics Education  
State Department of Education  
Room 901, Rutledge Building  
Columbia, South Carolina 29201

Mrs. Elizabeth B. Berry  
Associate District Agent  
Clemson University Extension  
Service  
146 Long Hall  
Clemson University  
Clemson, South Carolina 29631

Mrs. Zeldabach Bertsch  
Extension Home Agent  
Navajo Reservation  
New Mexico Cooperative Extension  
Service  
Box 1418  
Shiprock, New Mexico 87420

Miss Sara Blumhwell  
Chairman, Department of Community  
Service Education  
New York State College of Human  
Ecology  
Cornell University  
Ithaca, New York 14850

Mrs. Mary Louise Bopp  
Director of Training  
Household Management, Inc.  
131 East 23rd Street  
New York, New York 10010

Miss Lois Borgmann  
Public Health Nutritionist  
San Francisco Health Department  
1525 Silver Avenue  
San Francisco, California 94124

Mrs. Mildred S. Bradsher  
Extension Foods and Nutrition  
Specialist  
University of Missouri  
111 Gwynn Hall  
Columbia, Missouri 65201

Mrs. Charlotte Brainerd  
Home Economics Coordinator  
Southwest Wisconsin Vocational  
and Technical School  
1170 Lincoln Avenue  
Fennimore, Wisconsin 53809

Mrs. Helen Branford  
District Home Economics Agent  
A & T State University  
Greensboro, North Carolina 27411

Mrs. M. Jeanne Brinkley  
Occupational Consultant  
Florida State Department of  
Education  
Knett Building  
Tallahassee, Florida 32304

Mrs. Annie B. Brown  
Extension Specialist  
Suffolk County Extension  
20 Concord Avenue  
Cambridge, Massachusetts 02138

Miss Marion H. Brown  
Teacher Educator, Home Economics  
University of Vermont  
Terrill Hall  
Burlington, Vermont 05401

Miss Audrey C. Burkart  
Extension Specialist in Foods  
and Nutrition  
New Jersey Cooperative Extension  
Service  
Rutgers - the State University  
New Brunswick, New Jersey 08903

Miss Mariel Caldwell  
Director  
Bureau of Nutrition Services  
Missouri Division of Health  
Jefferson City, Missouri 65101

Miss Margaret S. Callsen  
Assistant Professor  
Home Economics Education Department  
Oklahoma State University  
Division of Home Economics  
Stillwater, Oklahoma 74074

Mrs. Orian B. Captain  
Chief Project Nutritionist  
Omaha-Douglas County Health  
Department  
Children and Youth Project #644  
Omaha, Nebraska 68108

Mrs. Dorcas Carter  
Teacher Educator  
Cheyney State College  
Cheyney, Pennsylvania 19319

Mrs. Margaret N. Chickering  
Assistant Professor  
Keene State College  
627 West Street  
Keene, New Hampshire 03431

Mrs. Elsie K. Clark  
County Extension Agent  
Home Economics  
Polk County Extension Service  
P. O. Box 348  
Dallas, Oregon 97338

Miss Charlotte Conway  
State Supervisor, Home Economics  
Maryland State Department of  
Education  
606 Wyndhurst Avenue  
Baltimore, Maryland 21210

Mrs. Marian B. Conway  
Assistant Director  
Department of Home Economics  
District of Columbia Public Schools  
412 Twelfth Street, N. W., #1103  
Washington, D. C. 20004

Miss Sarah A. Connors  
Teacher  
183 Wardstock Lane  
Cranton, Rhode Island 02920



Dr. Burt E. Coody  
Acting Chairman of Home Economics  
Extension Programs  
University of Kentucky  
Agriculture Science Center  
Lexington, Kentucky 40506

Miss Loretta V. Cowden  
Acting Assistant Director  
Federal Extension Service  
Division of Home Economics  
United States Department of  
Agriculture  
Washington, D. C. 20250

Mrs. Elizabeth W. Crichlow  
Home Guidance Specialist  
BRA 72 Warren Avenue  
Boston, Massachusetts 02116

Mrs. Effie B. Crockett  
Supervisor, Urban Extension and  
Consumer Needs  
Department of Home Economics  
Howard University  
Washington, D. C. 20011

Mrs. Jeanne P. Dabney  
Home Economics Teacher  
Valley High School  
1505 Candelaria, N. W.  
Albuquerque, New Mexico 87107

Mrs. Nancy Demer  
Home Economics Specialist  
Office of Family Services  
Department of Public Welfare  
Room 433  
Harrisburg, Pennsylvania 17120

Mrs. Carmira D. DiScipio  
Supervisor, Home Economics  
Cleveland Board of Education  
1380 East Sixth Street  
Cleveland, Ohio 44114

Mrs. Georgia Elam  
Teacher  
South Carolina State College  
Orangeburg, South Carolina 29115

Miss Esther Everett  
Associate Professor  
Advisor, Community Service Major  
College of Home Economics  
Michigan State University  
East Lansing, Michigan 48823

Mrs. Lois Farone  
Chairman  
Department of Home Economics  
Phoenix College  
1202 W. Thomas Road  
Phoenix, Arizona 85013

Mrs. Betty Fitzgerald  
Supervisor, Home Economist  
New York City Housing Authority  
Community Services Division  
250 Broadway  
New York, New York 10007

Dr. Clinita A. Ford  
Head, Department of Home Economics  
Florida A & M University  
Box A-84  
Tallahassee, Florida 32307

Miss Heidi E. Ford  
Extension Specialist  
Home Economics  
Cooperative Extension Service  
Virginia State College  
Box 540  
Petersburg, Virginia 23803

Dr. Roxana R. Ford  
Associate Director  
School of Home Economics  
University of Minnesota  
St. Paul, Minnesota 55101

Mrs. LaVonne Fritz  
Nutrition Coordinator  
Community University Health Service  
University of Minnesota  
2016 Sixteenth Avenue South  
Minneapolis, Minnesota 55404

Dr. Anne Carol Fulte  
Chairman, Home Economics Education  
Southern Illinois University  
Carbondale, Illinois 62901

Miss Barbara Gaylor  
Supervisor, Home Economics Education  
Division of Vocational Education  
Michigan Department of Education  
Box 928  
Lansing, Michigan 48904

Mrs. Ardyce Gilbert  
Acting Head  
Home Economics Education  
South Dakota State University  
Brookings, South Dakota 57006

Mrs. Rubye B. Goode  
Nutritionist  
New York City Department of Health  
Central Harlem Health Center  
140 West 125 Street  
New York, New York 10027

Miss Ida M. Gray  
Assistant Supervisor  
Vocational Technical Education  
State Department of Education  
Box 771  
Jackson, Mississippi 39205

Dr. Kinsey Bass Green  
Assistant Professor  
Secondary Education  
College of Education  
University of Maryland  
College Park, Maryland 20742

Dr. Joan Gritzmacher  
Teacher Educator  
Home Economics Education  
Purdue University  
SCC-F  
Lafayette, Indiana 47907

Miss Anita Gundlach  
Associate State Leader  
Center for Women's and Family  
Living Education  
The University of Wisconsin  
501 Extension Building  
432 N. Lake Street  
Madison, Wisconsin 53706

Miss Nellie Gushee  
Nutrition Specialist  
Cooperative Extension  
University of Maine  
25 Merrill Hall  
Orono, Maine 04473

Miss Barbara Gutheil  
State Consultant  
Home Economics Education  
State Department of Education  
Vocational Technical Division  
Montpelier, Vermont 05602

Mrs. Ruth Hadden  
Director, Dietary Services  
Douglas County Hospital  
4102 Woolworth  
Omaha, Nebraska 68105

Dr. Cleo A. Hall  
State Leader, Human Resources  
Extension Service  
Washington State University  
106 Wilson Hall  
Pullman, Washington 99163

Miss Mary E. Hall  
Nutrition Education Specialist  
University of California, Berkeley  
Room 325 Morgan Hall  
Berkeley, California 94720

Mrs. Jean Ham  
President  
Kentucky Home Economics Association  
University of Kentucky Extension  
Agent  
369 Waller Avenue  
Lexington, Kentucky 40504

Mrs. Mary Jo Harbour  
Graduate Research Assistant  
Homemaker Service Demonstration  
Training Project  
Kansas State University  
Manhattan, Kansas 66502

Miss Virginia F. Harger  
Head, Institution Management  
Department  
School of Home Economics  
Oregon State University  
Corvallis, Oregon 97331

Miss Marie Hendershot  
Associate State Leader  
Home Economics Extension  
123 Agricultural Hall  
South Dakota State University  
Brookings, South Dakota 57006

Miss Ruth Highberger  
Professor, Child Development and  
Family Relationships  
College of Home Economics  
University of Tennessee  
Knoxville, Tennessee 37916

Dr. Alberta D. Hill  
Professor  
Home Economics Education  
White Hall  
Washington State University  
Pullman, Washington 99163

Dr. Roberta B. Hill  
Chairman, Home Economics Department  
Burrier Hall  
Eastern Kentucky University  
Richmond, Kentucky 40475

Mrs. Jewel Blackburn Hoglen  
President  
Missouri Home Economics Association  
1009 Dougherty Ferry Road  
St. Louis, Missouri 63122

Mrs. Frances D. Horton  
Administrative Assistant -  
Extension Service  
Polk County Extension Service  
P. O. Box 348  
Dallas, Oregon 97338

Mrs. Lois Humphrey  
Program Director  
Family Living Education  
Cooperative Extension Service  
Michigan State University  
108 Agricultural Hall  
East Lansing, Michigan 48823

Dr. Mary Lee Hurt  
Senior Program Officer  
Division of Vocational and  
Technical Education  
Office of Education  
U. S. Department of Health,  
Education and Welfare  
Washington, D. C. 20202

Miss Helen Hutchison  
President  
Tennessee Home Economics Association  
203 Park Century Building  
Jackson, Tennessee 38301

Mrs. Mary E. Jacobson  
Extension Home Economist  
New Haven County  
322 North Main Street  
Wallingford, Connecticut 06492

Miss Marge S. Jennings  
Home Economics Editor  
McGraw-Hill Book Company  
Webster Division  
Manchester, Missouri 63011

Miss Dawn Johnson  
Home Economics Teacher  
Oshkosh Senior High School  
1119 Wisconsin Avenue  
Oshkosh, Wisconsin 54501

Mrs. Mary Rose Jones  
Associate Professor and Coordinator  
of Student Affairs  
College of Human Resources and  
Education  
Division of Family Resources  
West Virginia University  
Morgantown, West Virginia 26506

Dr. Mildred N. Jordan  
Director  
School of Home Economics  
Virginia State College  
Petersburg, Virginia 23803

Mrs. Shirley M. Kendall  
Extension Home Economist  
Extension Service  
40 Mechanic  
Keene, New Hampshire 03431

Mrs. Donna R. Kennedy  
Teaching Coordinator  
Homemaker Service Demonstration  
Training Project  
Department of Family Economics  
Kansas State University  
Manhattan, Kansas 66502

Miss Mary C. Kennington  
Program Leader  
Federal Extension Service  
United States Department of  
Agriculture  
Washington, D. C. 20250

Miss Betty M. Ketcham  
Program Leader  
Family Living Education  
Expanded Nutrition Program  
Cooperative Extension Service  
108 Agriculture Hall  
Michigan State University  
East Lansing, Michigan 48823

Dr. Julia Kilpatrick  
Director  
Division of Home Economics  
State University College  
Oneonta, New York 13820

Mrs. Ina G. Kinbrough  
Extension Food and Nutrition  
Specialist  
Extension Building  
Mississippi State University  
State College, Mississippi 39762

Miss Bertha G. King  
State Supervisor  
Adult, Post-Secondary Home Economics  
Area Vocational and Technical Schools  
338 State Office Building  
Atlanta, Georgia 30334

Miss Frances Labash  
Lecturer - Home Economics  
Douglass College  
New Brunswick, New Jersey 08903

Mrs. Abner Lewis  
Home Economics Instructor  
Webster High School  
Box 857  
Minden, Louisiana 71055

Miss Gertrude Lotwin  
Chief, Assistant Standards Branch  
United States Department of Health,  
Education and Welfare  
330 C Street, N. W., #4314  
Washington, D. C. 20201

Miss Alice H. Lutkus  
Vocational and Technical Education  
The American Dietetic Association  
620 North Michigan Avenue  
Chicago, Illinois 60611

Mrs. Mary Ellen McFarland  
Homemaker  
3254 Sandeen Road  
St. Paul, Minnesota 55112

Miss Velma McGaugh  
State Leader  
Extension Home Economics  
University of Wyoming  
University Station, Box 3354  
Laramie, Wyoming 82070

Mrs. Constance McKenna  
Instructor  
Technical, Higher and Adult Education  
University of Connecticut  
Storrs, Connecticut 06268

Mrs. Maude H. Melick, OTR  
Director, Occupational Therapy  
Harmarville Rehabilitation Center  
Pittsburgh, Pennsylvania 15238

Miss Irma Manning  
Extension Home Economist  
2203 West Ninth  
Stillwater, Oklahoma 74074

Miss Lelia Massey  
Home Economics Educator  
Ohio Wesleyan University  
113 N. Franklin Street  
Delaware, Ohio 43015

Miss Suzanne Matsen  
Assistant Director, Training Service  
Cornell OEO Project  
185 Nevins, Apt. 18E  
Brooklyn, New York 11217

Miss Marjorie M. Merchant  
Assistant Professor  
Management and Family Economics  
Skinner Hall  
University of Massachusetts  
Amherst, Massachusetts 01002

Mrs. Marjorie G. Michael  
Home Advisor  
University of California Agricultural  
Extension Service  
420 South Wilson Way  
Stockton, California 95205

Mrs. Jessie R. Middlemast  
Acting Assistant Director  
New York State College of  
Human Ecology  
Cornell University  
Ithaca, New York 14850

Miss Helen C. Miller  
President  
Wyoming Home Economics Association  
Extension Home Management Specialist  
University of Wyoming  
University Station, Box 3354  
Laramie, Wyoming 82070

Dr. Miriam B. Moore  
Dean, School of Home Economics  
East Carolina University  
Box 2743  
Greenville, North Carolina 27834

Mrs. Madeline E. Moos  
Home Economics Programs Coordinator  
Extension Service  
Colorado State University  
Fort Collins, Colorado 80521

Dr. Virginia Norris  
Assistant Director of Home  
Economics for Extension  
University of Missouri  
119 Gwynn Hall  
Columbia, Missouri 65201

Mrs. Jane U. Norwood  
Chief Homemaking Services Section  
North Carolina State Department  
of Social Services  
P. O. Box 2599  
Raleigh, North Carolina 27602

Miss Mildred Nuttall  
Assistant State Leader  
Cooperative Extension Service  
University of Illinois  
Urbana, Illinois 61820

Dr. Mary L. O'Connor  
Professor of Home Economics  
Education and  
Director of Professional Studies  
Framingham State College  
Framingham, Massachusetts 01701

Miss Judith Oliver  
Nutritionist  
Children's Hospital  
Comprehensive Health Care Program  
2125 Thirteenth Street, N. W.  
Washington, D. C. 20009

Miss Genevieve Olson  
Supervisor, Service Operations  
Technical Education Center  
Route 2, Box 716  
Mound, Minnesota 55364

Miss Barbara Owens  
Specialist, Educational Methods  
Cooperative Extension Service  
Auburn University  
Duncan Hall  
Auburn, Alabama 36830

Mrs. Germaine Page  
State Specialist  
Home Economics Education  
State Board for Vocational and  
Technical Education  
136 East South Temple  
Salt Lake City, Utah 84111

Dr. Beatrice Paolucci  
Professor and Acting Chairman  
Department of Family and Child  
Sciences  
College of Home Economics  
Michigan State University  
East Lansing, Michigan 48823

Mrs. Mary Ann Parthum  
Home Economics and Cooperative  
Occupational Education Coordinator  
Denver Public Schools  
West High School  
951 Elati Street  
Denver, Colorado 80204

Mrs. Lucille K. Payton  
Extension Home Agent  
P. O. Box 543  
Fort Collins, Colorado 80251

Mrs. Marie E. Penner  
Head, Institution Administration  
University of Nebraska  
East Campus  
105 Food and Nutrition Building  
Lincoln, Nebraska 68503

Dr. Blanche Phillips  
Head, Home Economics Department  
and Teacher Educator  
Stephen F. Austin State University  
Box 3014  
Nacogdoches, Texas 75961

Miss Geraldine M. Piper  
Program Officer  
Division of Allied Health Manpower  
Bureau of Health Professions  
Education and Manpower Training  
National Institute of Health  
Bethesda, Maryland 20014

Dr. Mary E. Purchase  
Associate Professor  
Department of Design and  
Environmental Analysis  
College of Human Ecology  
Cornell University  
Ithaca, New York 14850

Miss Rosella Qualey  
President  
Minnesota Home Economics Association  
District Supervisor  
Home Economics Extension  
University of Minnesota  
St. Paul, Minnesota 55101

Mrs. Frances D. Redditt  
President  
Louisiana Home Economics Association  
School Food and Home Economics  
Supervisor  
Tensas Parish School Board  
Box 318  
St. Joseph, Louisiana 71366

Miss Mary Reeves  
Regional Nutrition Consultant  
Children's Bureau  
Social Rehabilitation Services  
U. S. Department of Health,  
Education and Welfare  
433 West Van Buren Street  
Chicago, Illinois 60607

Miss Virginia Reid  
Director of Dietetics  
St. John's Hospital  
403 Maria Avenue  
St. Paul, Minnesota 55106

Miss Anne M. Remby  
Home Economist  
Maternity and Infant Care Project  
Boston Health and Hospitals  
Department  
488 Tremont Street  
Boston, Massachusetts 02116

Mrs. Irene B. Rose  
Department Chairman  
Child Development Program  
Atlanta Area Technical School  
36 Hunter Street  
Atlanta, Georgia 30303

Dr. Jane Rosenthal  
Chairman, Department of Home  
Economics Education and  
Director, Home Economics  
Education, The Graduate College  
Stout State University  
Menomonie, Wisconsin 54751

Miss Mabel Sarbaugh  
Associate State Leader  
Home Economics Extension  
Cooperative Extension Service  
Ohio State University  
1787 Neil Avenue  
Columbus, Ohio 43210

Mrs. Dorothy A. Savedge  
Adult Education Specialist in  
Home Economics  
Norfolk City Schools  
735 Pembroke Avenue  
Norfolk, Virginia 23507

Miss Helen Scheve  
Supervisor, Home Economics Education  
Wisconsin Board of Vocational and  
Technical Education  
137 East Wilson  
Madison, Wisconsin 53703

Mrs. Lillian R. Schwartz  
Extension Home Economist  
Cooperative Extension Service  
3530 Nipo Street  
Honolulu, Hawaii 96822

Dr. Marianna Beck Sewell  
Associate Professor  
Howard University  
Washington, D. C. 20011

Mrs. Rebecca Sisk  
Instructor of Home Economics  
Pensacola Junior College  
Pensacola, Florida 32504

Mrs. Elizabeth Smith  
Director  
Division of Home Making Education  
Texas Education Agency  
Capitol Station  
Austin, Texas 78711

Miss Geraldine Smith  
Director  
Human Resource Development Programs  
Anne Arundel County Community  
Action Agency  
145 West Street  
Annapolis, Maryland 21401

Dr. Phyllis R. Snow  
Dean  
College of Family Life  
Utah State University  
Logan, Utah 84321

Mrs. Ruth Spidahl  
Associate Dean  
College of Home Economics  
North Dakota State University  
Fargo, North Dakota 58102

Miss Ella B. Stackhouse  
Urban Home Economist  
Supervisor  
Nutrition Education Programs  
5240 Cypress  
Kansas City, Missouri 64130

Miss Alice M. Stewart  
Program Leader, Urban Areas  
United States Department of  
Agriculture  
Federal Extension Service  
Home Economics Division  
Washington, D. C. 20250

Mrs. Satenig S. St. Marie  
Manager, Educational and Consumer  
Relations  
J. C. Penney Company, Inc.  
1301 Avenue of the Americas  
New York, New York 10019

Mrs. Lucille H. Stover  
Teacher Consultant  
Hammond Public Schools  
38 Kenwood Avenue  
Hammond, Indiana 46324

Miss Pinkie E. Thrift  
Dean  
College of Home Economics  
Southern University  
Baton Rouge, Louisiana 70813

Miss Barbara S. Tingley  
Supervisor of Vocational Home  
Economics  
Indiana State Department of  
Vocational Education  
Room 401 State House  
Indianapolis, Indiana 46204

Dr. Patricia A. Tripple  
Associate Dean of Home Economics  
University of Nevada  
Reno, Nevada 89507

Miss Margery Trott  
Supervisor, Personal Services  
Education  
Detroit Public Schools  
5057 Woodward Avenue  
Detroit, Michigan 48202

Dr. Virginia Y. Trotter  
President  
Nebraska Home Economics Association  
Associate Dean and Director  
School of Home Economics  
University of Nebraska  
Lincoln, Nebraska 68503

Mrs. Bettye Steele Turner  
Special Supervisor  
Home Economics Education  
State Department of Education  
Box 686  
Tuskegee, Alabama 36083

Mrs. Ruth Turner  
Home Economics Education  
Indiana State University  
Terre Haute, Indiana 47809

Mrs. Ethel I. Ugelow  
Chief, Bureau of Home Economics  
and Family Improvement  
Cook County Department of Public Aid  
318 West Adams Street  
Room 1100  
Chicago, Illinois 60606

Miss Mary Bell Vaughan  
State Director  
Home Economics Education  
State Department of Education  
State Office Building  
Frankfort, Kentucky 40601

Mrs. Patricia A. Walker  
Las Cruces Public Schools  
Home Economics Teacher  
P. O. Box 4146  
University Park, New Mexico 88001

Mrs. Conny W. Warrell  
Coordinator, Home Economics  
Portland Community College  
12000 Southwest 49th Avenue  
Portland, Oregon 97219

Mrs. Julia T. Wells  
Director, Consumer Services  
Winter Garden Freezer Company  
P. O. Box 119  
Bells, Tennessee 38006

Mrs. Clara C. Wheatley  
Coordinator, Visiting Homemaker  
and Home Health Aide Program  
New Jersey State Department of  
Health  
Box 1540, John Fitch Plaza  
Trenton, New Jersey 08625

Mrs. Lois D. Wilkins  
Nutritionist  
MHC Project  
Cincinnati Health Department  
Cincinnati, Ohio 45219

Mrs. Lillian Williams  
Director, Homemaker Services  
1608 East Eighth Street  
Dallas, Texas 75203

Miss Janet Wilson  
Administrative Director  
Home Economics Education  
Division of Vocational Education  
State Capitol, Tenth Floor  
Lincoln, Nebraska 68509

Miss Virginia Winston  
Supervisor of Home Economics  
Cincinnati City Schools  
230 East Ninth Street  
Cincinnati, Ohio 45202

Miss Barbara Ann Wise  
Supervisor of Occupational Home  
Economics  
State Department of Education  
Room 901, Rutledge Office Building  
Columbia, South Carolina 29201

Mrs. Marcile N. Wood  
Consumer and Special Needs  
Coordinator  
Colorado State University  
Vocational Educational Department  
Fort Collins, Colorado 80521

Mrs. Margaret K. Yoder  
Assistant State Leader for Home  
Economics Program  
Cooperative Extension Service  
Iowa State University  
Ames, Iowa 50010

#### B. Speakers

Mrs. Uvelia S. A. Bowen  
Executive Director  
Household Employment Association  
for Re-evaluation and  
Training, Inc (HEART)  
4131 North Broad Street  
Philadelphia, Pennsylvania 19140

Mrs. Margaret F. Clark  
Consultant, Short Term Training  
Division of Training  
Social and Rehabilitation Service  
United States Department of Health,  
Education and Welfare  
Washington, D. C. 20201



Mr. Milton W. Elert  
Manager

Advertising, Sales Promotion and  
Home Service  
Michigan Consolidated Gas Company  
1 Woodward Avenue  
Detroit, Michigan 48226

Mr. James Farmer  
Assistant Secretary for  
Administration  
United States Department of Health,  
Education and Welfare  
Washington, D. C. 20201

Dr. Sidney A. Fine  
Senior Staff Psychologist  
The W. E. Upjohn Institute for  
Employment Research  
1101 Seventeenth Street, N. W.  
Washington, D. C. 20036

Mr. John F. Jennings  
Counsel  
General Subcommittee on Education  
United States House of  
Representatives  
Room B-345C  
Rayburn Building  
Washington, D. C. 20515

Dr. Elmer W. Schwieder  
Associate Professor  
Department of Family Environment  
Iowa State University  
Ames, Iowa 50010

Dr. Sheldon S. Steinberg  
Executive Vice President  
University Research Corporation  
4301 Connecticut Avenue, N. W.  
Washington, D. C. 20015

Mr. C. O. Tower  
Director of Vocational Education  
in Charge of Research Survey  
State Department of Public  
Instruction  
Columbus, Ohio 43215

#### C. Symposium Participants

Moderator: Mrs. Mary C. Kennington  
Program Leader  
Indian Affairs  
Home Economics Federal  
Extension Service  
United States Depart-  
ment of Agriculture  
Washington, D. C.

Mrs. Sarah Andrade  
Douglas County Extension Program  
Aide  
Omaha, Nebraska

Miss Martha Artist  
Supervisor of Homemaking  
Education  
Omaha, Nebraska

Mrs. Elizabeth Grant  
Extension Home Economist  
University of Nebraska  
Lincoln, Nebraska

Mrs. Mary Hall  
Douglas County Extension Home  
Economist  
Omaha, Nebraska

Mrs. Geraldine Harris  
Adult Homemaking Instructor  
2887 Corby Street  
Omaha, Nebraska 68111

Mrs. Elizabeth Hayward  
Homemaker  
Board of Public Welfare of  
North Dakota  
Walhalla, North Dakota

Mrs. Juanita Herman  
Household Aide  
Shawnee County Social Welfare  
Department  
Topeka, Kansas

Mrs. Donna Kennedy  
Teaching Coordinator  
Homemaker Service Demonstra-  
tion Training Project  
Department of Family Economics  
Kansas State University  
Manhattan, Kansas

Mrs. Kay Lue  
Nutrition and Consumer Education Aide  
2311 Ellison Avenue  
Omaha, Nebraska 68110

Miss Mary McGimpsey  
Food Service Worker  
2000 South 18th  
Lincoln General Hospital  
Lincoln, Nebraska

Mrs. Donna Parker  
Manager  
East High School Cafeteria  
1121 Driftwood Drive  
Lincoln, Nebraska 68510

Miss Marie Penner  
Head, Department of Institution  
Management, and  
Director of School Food Service  
Manager's Short Course  
University of Nebraska  
Lincoln, Nebraska

Mr. Donald Schmid  
Director, Community Placement  
North Dakota Public Welfare  
Department  
Bismark, North Dakota

Mrs. Erva Sharp  
Food Service Supervisor  
Bryan Memorial Hospital  
Lincoln, Nebraska

Mrs. Sandra Walker  
Douglas County Extension Aide  
Omaha, Nebraska

Miss Betty Jean Yapp  
Dietitian  
Lincoln General Hospital  
4014 Worthington  
Lincoln, Nebraska

#### D. Planning Committee

Mrs. Helen S. Barney  
Maternal and Child Health Services  
United States Department of Health,  
Education and Welfare  
Rockville, Maryland 20852

Mrs. Gladys Belden  
Chairman  
Home Economics Department  
Lane Community College  
Eugene, Oregon 97405

Mrs. Jessie P. Brooks  
Extension Home Economist  
Community Education  
Federal City College  
815 Mount Vernon Place, N.W.  
Washington, D. C. 20001

Mrs. Cynthia Chee  
Special Education Teacher  
91-585 Akua Street  
Ewa Beach, Hawaii 96706

Dr. Victor A. Christopherson  
Professor and Chairman  
Child Development and Family  
Relations  
School of Home Economics  
University of Arizona  
Tucson, Arizona 85721

Miss Eleanore T. Lurry  
Homemaker Services Specialist  
New Jersey Division of Public  
Welfare  
129 East Hanover Street  
Trenton, New Jersey 08625

Dr. Marjorie M. McKinley  
Professor of Institution Manage-  
ment and Head of Department  
Iowa State University  
Ames, Iowa 50010

Miss Jeanne Priester  
Program Leader  
Division of Home Economics  
Federal Extension Service  
United States Department of  
Agriculture  
Washington, D. C. 20250

Mrs. Cllo S. Reinwald  
State Supervisor  
Home Economics Education  
State Department of Vocational  
Education  
412 State Building  
Phoenix, Arizona 85007

Dr. Elizabeth Simpson  
Bureau of Research  
Office of Education  
United States Department of Health,  
Education and Welfare  
Washington, D. C.

Mrs. Miriam K. Trimble  
Project Director  
National Committee on Household  
Employment  
1346 Connecticut Avenue, N. W.  
Washington, D. C. 20036

Mrs. Ethel O. Washington  
Coordinator  
Department of Home Economics  
Detroit Public Schools  
5957 Woodward Avenue  
Detroit, Michigan 48202

Consultant: Dr. Irene Beavers  
Associate Professor  
Home Economics Education  
Iowa State University  
Ames, Iowa

#### E. AHEA Staff

Project Director: Dr. Doris E. Hanson  
Executive Director  
American Home Economics  
Association  
1600 Twentieth Street, N.W.  
Washington, D. C. 20009

Coordinator: Miss Edna L. Poyner  
Head  
Educational Services  
American Home Economics  
Association  
1600 Twentieth Street, N.W.  
Washington, D. C. 20009

Miss Carole Jamison  
Assistant to the Executive Director  
American Home Economics Association  
1600 Twentieth Street, N. W.  
Washington, D. C. 20009

Miss Jane Flithal  
Assistant Editor  
Journal of Home Economics  
American Home Economics Association  
1600 Twentieth Street, N. W.  
Washington, D. C. 20009

APPENDIX B  
PREPARATORY MATERIALS

### Introduction to Appendix B

The following entries are brief descriptions of some of the detailed communications sent to participants in the months preceding the workshop. They are included here to illustrate (1) the general structure of the workshop and (2) highlights of preparatory work requested of registrants.

The workshop was structured to include the following principal components:

- Seven major discussion groups each assigned a topic

- Ten special discussion groups organized around the concerns of geographic regions

- Listening teams to gather and report findings from all proceedings on a number of specific subjects

- A one-half day symposium involving participation by auxiliary personnel along with professionals

Also included in Appendix B are preparatory assignments for registrants.

September 1969

MAJOR WORKSHOP DISCUSSION GROUPS  
AND QUESTIONS FOR INCLUSION UNDER EACH

Purpose: At a pre-workshop planning session specific topics were assigned to each of the seven major discussion groups comprising the workshop. Each group leader subsequently received a preparatory list of questions to be covered under her topic in order to enable the workshop to realize its maximum potential within the time limits.

The seven topics were:

- Paraprofessional curriculum
- Professional Curriculum
- Standards and Credentializing
- Implementation
- CORE Tasks
- Meanings of New Careers Program
- Developing Career Ladders and Lattices

Each leader received all seven sets of questions for reference and guidance.

The questions assigned under each topic were as follows:

Paraprofessional Curriculum

What tasks are now being done by paraprofessionals?

What skills are needed by paraprofessionals?

Where can paraprofessionals get training now? At vocational schools?  
Community Colleges?

What changes in secondary school curriculums would give more employable skills? What courses should be added?

At what stage in education should they be added? What is each course supposed to do?

How can your organization see that its needs are reflected in courses given in other institutions?

What work-study programs would you recommend? At what levels - high school? post high school?

Where can apprenticeships fit in? In which subject matter area can experimentation begin in the apprenticeship approach? Does it already exist in food service? in child care? in textiles or clothing? design?

Can you suggest procedure for credentializing on the job training and experience so that standards for trainees are comparable?

### Professional Curriculum

What tasks are now being done by paraprofessionals?

What will professionals be giving up? What will be gained?

What skills are needed by professionals for working with paraprofessionals?

Do present curriculums build these skills? What courses should be added? Why recommend that course? When should the courses be taken?

Should any present courses be eliminated? Which ones? Why should they be eliminated?

What courses should students get from departments other than home economics?

Psychology?

Sociology?

Anthropology?

Business Administration?

Political Science?

Physical sciences and biological sciences?

How can we satisfy students' demands for relevancy?

Is it practical to tailor training to the expected population to be served?

What practicums are advisable for persons intending to work in inner-cities?

What practicums are advisable for persons intending to work in rural areas?

Is there a need for continuing on-the-job training and formal education after the Bachelor's Degree?

Where and how can the professional get continuing training?

Is this something that should be provided by his employer?

Purchased on a contract basis by his employer from some other agency?

By professional association?

### Standards and Credentializing

What tasks are now being done by paraprofessionals?

What will employing paraprofessionals enable you to do that you couldn't do without them?

What will you give up? What will be gained?

What standards are used for hiring and promoting New Careers para-professionals through career lattices?

Who sets worker standards?

Who enforces these standards?

In the absence of objective standards what do we rely on?

Is work experience valued and given "credit" when promotions are concerned?

In view of high worker mobility, can work experiences become recognizable, transferable credentials?

What agencies or organizations are credentializing experience now? How have they done this?

What budgetary implications does credentializing experience have?

Is training a necessary part of credentializing experience?

Who provides training?

Who makes policy regarding provision of training, worker selection for training, educational stipends, and released time?

Who assures that training is integrated with job openings, worker needs, and standards for progression through career lattices?

#### Implementation:

What tasks are now being done by paraprofessionals?

What is the rationale for New Careers lattices? Why bother?

What will employing paraprofessionals enable you to do that couldn't be done without them?

Can total services be expanded through employment of paraprofessionals? In what specific ways?

Will services shrink in any area when paraprofessionals are employed?

Will shape of services or goals be changed?

What will be the gains - for the employing agency? for the professionals as persons? for the paraprofessionals as persons?

What do professionals give up?

What do paraprofessionals expect of their employing agency? Of their professional supervisor?

Where does one start?



### CORE Tasks in Human Services

What tasks are now being done by paraprofessionals?

What will employing paraprofessionals enable you to do that you couldn't do without them?

List some "human services."

We see greater use of inter-disciplinary service teams in a variety of organizations. What implications has this upon roles of paraprofessionals?

What tasks are imposed automatically upon professionals in an inter-disciplinary team who employ paraprofessionals?

What tasks does the need for inter-disciplinary approaches impose on paraprofessionals? For example, what tasks and relationships are posed in extension work? in community health programs?

How great a range of tasks should the paraprofessional perform?

### Meanings of New Careers

What tasks are now being done by paraprofessionals?

What will employing paraprofessionals enable you to do that you couldn't do without them?

Will New Careerists really benefit the organization or is hiring them just an appeasement of community demands?

What will the professionals be giving up? What will they gain?

What commitments does a New Careers Program impose on the employing organization?

How does New Careers affect present staff?

Is it perceived as a set of benefits or threats?

Are all staff eligible for same advantages which New Careerists will receive?

Can a New Careers Program succeed if present staff are not included in extended fringe benefits given to New Careerists?

What does a successful New Careerist Program require from its planner? From its immediate supervisor?

What happens to the status of the professional when paraprofessionals do what used to be done by the professional?

### Developing Career Lattices

What tasks are now being done by paraprofessionals?

What will employing paraprofessionals enable you to do that you couldn't do without them?

Who in your organization is responsible for staff development and new programs?

Who sets up and budgets for staffing schedules?

Can hiring be done without line items?

How are career ladders or lattices developed?

How do New Career ladders affect existing job structure?

September 1969

SPECIAL DISCUSSION GROUPS  
BY REGION

Purpose: These meetings were designed to provide opportunity for discussion of questions more appropriate to the concerns of a region. They were to prepare the ground for regional, state and local follow-up action on recommendations of the workshop.

Two sessions were called for, one on opening day of the workshop, and written reports on the results were submitted by leaders.

A leader was named and invited to head each of the ten regions grouped by states as follows:

Region I

Connecticut  
Maine  
Massachusetts  
New Hampshire  
Rhode Island  
Vermont

Region II

New Jersey  
New York  
Puerto Rico  
Virgin Islands

Region III

Delaware  
District of Columbia  
Maryland  
Pennsylvania  
Virginia  
West Virginia

Region IV

Alabama  
Florida  
Georgia  
Kentucky  
Mississippi  
North Carolina  
Tennessee

Region V

Illinois  
Indiana  
Minnesota  
Michigan

Ohio

Wisconsin

Region VI

Arkansas  
Louisiana  
New Mexico  
Oklahoma  
Texas

Region VII

Iowa  
Kansas  
Missouri  
Nebraska

Region VIII

Colorado  
Montana  
North Dakota  
South Dakota  
Utah  
Wyoming

Region IX

Arizona  
California  
Hawaii  
Nevada

Region X

Alaska  
Idaho  
Oregon  
Washington

September 1969

#### ASSIGNMENT AND FUNCTION OF LISTENING TEAMS

Purpose: Six listening teams were appointed prior to the workshop, each composed of registrants from a variety of fields. Each team was assigned a general subject on which to gather material from all workshop proceedings, then present the findings to a summarizing session of the workshop.

The six listening subjects were education, extension service, health, welfare, business and institutional management.

All the listeners were asked to keep in mind the following questions:

What have I heard which has implications for the total career development of my area of concern?

What is needed as far as the development of careers in my own area of concern? (Be specific.)

What could be done in my area of concern as next steps in the identification, use, and/or training of auxiliary workers?

What can AHEA do to assist in the implementation of any of the needed changes you see?

September 1969

SYMPOSIUM INVOLVING AUXILIARY PERSONNEL

STRUCTURE FOR PARTICIPATION

AND

GUIDELINES FOR DISCUSSION

Purpose: To involve auxiliary workers themselves in active participation in the workshop. Symposium participants included auxiliary workers from various fields and different job levels. This exchange of views with professionals of similar fields was designed to "make the whole concept come alive and have meaning to the conferees; to make them want to go and do likewise or even better."

The symposium was a major component of the four-day workshop. It consisted of 17- to 20-minute presentations from each of six groups. These groups included two to five persons each with at least one professional and one or more paraprofessionals from the same field. The six areas represented were:

- Education
- Extension Service
- School Food Service
- Institutional Administration
- Social Service Agency
- Household Aide Training Project

\* \* \*

Purpose: Guidelines for content of discussions among each symposium group were sent to the six leaders to assist them in preparing to put forward their most important ideas and suggestions for successful training and utilization of auxiliary personnel in home economics. These guidelines had been developed in prior discussions among the leaders and planners of the workshop. They were as follows:

Have you actually defined the responsibilities of the auxiliary employee as supportive to a professional home economist or a related field?

Do the training and the job responsibilities contribute to the career ladder concept?

How does the professional make the most advantageous use of auxiliary employee?

What measures are advisable for the successful introduction of the use of auxiliary personnel?

What ways did you find worked well in organizing working patterns so that each level complemented other levels of responsibilities?

What stumbling blocks did you discover and how did you overcome them in the implementation of the program?

What words of wisdom can you give to others interested in developing similar programs?

What kinds of people and outside agencies were involved and make a valuable contribution to the program?

September 1969

PREPARATORY ASSIGNMENT FOR ALL REGISTRANTS

QUESTIONNAIRE ON CURRENT EMPLOYMENT  
OF AUXILIARY PERSONNEL

EXAMPLES OF RESPONSES

Purpose: The pre-workshop questionnaire requested registrants to identify some tasks being performed currently by paraprofessionals in their home states, the answers to be utilized in workshop discussions.

Data from any type of organization was acceptable. However, AHEA listed the following fields as examples: Extension, health, welfare, nursing, medical, business and education.

The questionnaire form provided space for answers under the following headings:

List of Tasks Performed by the Paraprofessional  
Type of Training Given  
Type of Supervision  
Name of Agency

Answers were received from approximately sixty percent of the registrants. A representative sampling of those answers follows:

Example I - Extension Aides

List of Tasks Performed by the Paraprofessional:

Visit homemakers and attempt to involve them in individual and group learning experiences; provide individual and group learning experiences for low-income homemakers and youth; become aware of community resources and encourage families to utilize appropriate ones; recognize interest needs of low-income families and attempt to guide homemaking into action which will meet these needs; collect and record information about families and their living conditions; to keep daily logs of visits as well as progress of families.

Type of Training Given:

Three weeks orientation including: basic nutrition and sanitation, human relations, education methods and principles, use of community resources; weekly training conferences (5 hours) - applied subject matter, teaching ideas, sharing of experiences and discussion of problems; familiarize program assistants with educational responsibilities of Extension Service; to prepare and conduct orientation and weekly training conferences; read and check program assistant's reports; supervise visits, group meetings and other activities; guide the evaluation and effectiveness of the program effort; assist program assistants to keep a well-organized up-to-date file of

reference materials, materials used directly with families, as well as the family records; assist program assistants in recruiting homemakers to participate in the program.

Name of Agency: Clemson University Extension

Example II - Dietary Aides

List of Tasks Performed by the Paraprofessional:

Patient contact; distributes menus; helps patients check menus correctly; checks and serves trays; distributes special modified diets.

Type of Training Given:

Basic orientation program given all employees; on-job-training for week (or more, depending on need) with an experienced aide; on-job-training in a unit with supervision of the dietitian of that unit; additional training depends on progress; (job requires high school graduation or past experience in food services plus basic literacy to write well).

Type of Supervision:

A three-month trial period by unit dietitian. Dietitian makes spot visits to patients to check meals and patients' satisfaction with meals and help from aide.

Name of Agency: Dietary Department - Beth Israel Hospital, Boston.

Example III - Homemaker-Home Health Aides

List of Tasks Performed by the Paraprofessional:

Personal care; light housekeeping; planning, purchasing, and preparing meals; shopping; teaching better methods of homemaking; transportation to doctor, etc.

Type of Training Given:

Most attend Homemaker Service Demonstration Training Project at Kansas State University, between 165 and 175 hours on all phases of work including work orientation, home health care, human relationships, time and money management, nutrition, housekeeping.

Type of Supervision:

Depends on the county. Some use welfare workers as supervisors, others have a special homemaker supervisor who has worked up to the position. Usually have group and individual conferences with homemakers as well as clients.

Name of Agency: County welfare departments.

#### Example IV - Teacher Aides

##### List of Tasks Performed by the Paraprofessional:

Limited teaching under master teacher; tutoring slow learners; use of all visual aid materials; assist in development of overhead visual materials; staffs with master teachers and employment service counselors; prepares room and daily handouts.

##### Type of Training Given:

160 hours - by master teacher and WIN Coordinator.

##### Type of Supervision:

Master teacher; state coordinator.

##### Name of Agency:

Arizona State Department of Vocational Education, through Arizona State University, Department of Home Economics. Contracted by Arizona State Employment Services for the "WIN" Program.

#### Example V - Home Guidance Assistants

##### List of Tasks Performed by the Paraprofessional:

Assisting families to increase their competence in home management skills including cleaning and laundry techniques, meal planning and food preparation (of donated foods), shopping tips and spending plans, home furnishing; helping families secure the necessities of life to which they are entitled, such as decent living accommodations, adequate furnishings and sufficient clothing; making families aware of available community resources; giving psychological support when needed; also taking surveys, holding group meetings and organizing resident association.

##### Type of Training Given:

Seven to twelve weeks with agencies such as the Women's Educational and Industrial Union and the In-Migrant Training Program, combined with work experience field service; 4 hours classroom, 3 hours field service; backup in service training program annually.

##### Type of Supervision:

The Assistants receive weekly supervision by social worker and home guidance specialist.

##### Name of Agency: Boston Redevelopment Authority.



#### Example VI - Health and Nutrition Aides

##### List of Tasks Performed by the Paraprofessional:

Informs individuals or groups about the Maternity and Infant Care Project; organizes groups of mothers to attend sessions at the Centers; provides follow-up services to the mothers to see that they use the services; visits patients in their homes; determines cooking and storage facilities, environment, etc.; obtains dietary histories; helps Maternity and Infant Care Project mothers with budgeting; plans shopping (food) trips with mothers; follows up delinquent clinic patients; brings back relevant information from her contacts to the home economist; assists the home economists at the neighborhood centers with the home economics programs, including food demonstrations, sewing sessions, budgeting sessions, preparing bulletin boards for various sessions, setting up new programs with the patients and preparing the monthly report; assists in planning community nutrition programs and in developing materials such as receipt booklets for the M & I patients; assists patients in applying for food stamps.

##### Type of Training Given:

Center team meetings and in-service training sessions conducted by staff. Qualifications required: 10th - 12th grade of high school.

##### Type of Supervision:

Nutrition aides were supervised by the home economist assigned to each center.

##### Name of Agency:

Maternity and Infant Care Project, Cleveland Metropolitan General Hospital, Cleveland, Ohio.

#### Example VII - Homemaker-Home Health Aides

##### List of Tasks Performed by the Paraprofessional:

Home Aides: Do whatever the person assigned is unable to do for her/himself due to age or failing health: cleaning, washing and ironing, shopping, prepare meals, escort to the hospital, etc., arrange furniture, write letters.

Nutrition Aides: Hot balanced meals at noontime, assist with planning meals, serve and prepare meals for delivery (meal on wheels), assist in delivery of meals to sick and shut-ins.

##### Type of Training Given:

Five weeks - basics in nutrition under directions of nutritionist and nurse.

Type of Supervision:

By full-time nutritionist; part-time nurse; weekly conferences for nutrition aides; monthly conferences for home aides.

Outreach:

Part-time workers, age 50 up who try to reach shut-ins and isolated persons and involve them in community affairs.

Name of Agency: Council of Elders

September 1969

READING REFERENCES

Purpose: The following list of reading references was recommended to all registrants as further useful preparation for participation in the workshop: (see questionnaire on preceding pages)

Beavers: Irene and Karen Carpenter, Competencies Needed in Three Home Economics Related Occupations, Journal of Home Economics, Vol. 61, No. 6, June 1969.

Fine, Sidney A., Guidelines for the Design of New Careers, W. E. Upjohn Institute for Employment Research, Kalamazoo, Michigan, September 1967.

Fine, Sidney A., Guidelines for the Employment of the Culturally Disadvantaged, W. E. Upjohn Institute for Employment Research, Kalamazoo, Michigan, June 1969.

Mallory, Berenice, Auxiliary Workers, Key to Enlarging Our Potential, Journal of Home Economics, Vol. 60, No. 8, October 1968.

Riessman, Frank and Arthur Pearl, New Careers for the Poor, Free Press, New York, N. Y., 1965.

Riessman, Frank, The Challenge: New Careers for the Poor, Workshop Report, Working with Low-Income Families, American Home Economics Association, Washington, D.C., March 1965.

Silverman, Saul A., Subprofessionals in Extension, Journal of Cooperative Extension, Vol. VII, No. 1, Spring 1969.

Spindler, Evelyn B., "Program Aides" for Work with Low-Income Families, Journal of the American Dietetic Association, Vol. 50, June 1967.

**APPENDIX C**  
**PROGRAM**

## PROGRAM

### Sunday, October 19

4:00 to 7:30 p.m. Registration  
4:00 p.m. Meetings of: Discussion Leaders and Evaluation  
Committee with Regional Chairmen  
5:00 p.m. Social Hour  
6:00 p.m. Buffet Supper  
8:00 p.m. Opening Session  
Presiding: Dr. Paolucci  
Welcome from the University, Dr. Trotter  
The World at Work, Mr. Elert

### Monday, October 20

8:30 a.m. Morning Session  
Presiding: Mrs. Barney  
Objectives and Overview of Workshop, Mrs. Reinwald  
9:00 a.m. Guidelines for Designing New Careers, Dr. Fine  
10:00 a.m. Coffee Break: Curbstone Chats  
10:30 a.m. Group Discussions and Explorations  
12:00 m. Luncheon (by groups)  
  
1:15 p.m. Afternoon Session  
Group Discussions Continue  
2:15 p.m. Reporting  
2:45 p.m. Summary  
3:00 p.m. Coffee Break: Curbstone Chats  
3:30 p.m. Presiding: Dr. Hanson  
Ways of Working with People, Mrs. Clark  
5:00 p.m. Regional Group Meetings  
8:30 p.m. Films and Exhibits

### Tuesday, October 21

8:00 a.m. Morning Session  
Presiding: Dr. Christopherson  
Dialogue: Societal Needs to Be Served Through  
Auxiliary Personnel, Dr. Schwieder, Mr. Tower,  
Mrs. Bowen  
9:45 a.m. Ways and Means of Communications, Mrs. Clark  
10:30 a.m. Coffee Break  
10:45 a.m. Symposium: Auxiliary Personnel in Home Economics,  
Moderator: Mrs. Kennington  
Presentations by Representatives of Business,  
Education, Extension Service  
12:00 m. Luncheon  
1:15 p.m. Afternoon Session  
Symposium Continued  
Presentations by Representatives of Health, Institution Management, Office of Economic Opportunity, and Welfare

Tuesday, October 21 (continued)

2:00 p.m.	Presiding: Mrs. Chee Stresses, Strains, and Joys of Utilizing Auxiliary Personnel, Dr. Steinberg
3:00 p.m.	Coffee Break: Soap Box Seminars
3:45 p.m.	A Look at Research, Dr. Steinberg
7:30 p.m.	Regional Group Meetings
9:00 p.m.	Film Previews

Wednesday, October 22

8:00 a.m.	Morning Session Presiding: Mrs. Belden Legislation Affecting Auxiliary Personnel, Mr. Jennings
10:00 a.m.	Coffee Break
10:30 a.m.	Summary
10:45 a.m.	The Task Ahead, Dr. Beavers Listening Teams
12:00 m.	Closing Luncheon Presiding: Mrs. St. Marie Address by Mr. Farmer
2:00 p.m.	Adjournment

APPENDIX D  
TEXTS OF FORMAL PRESENTATIONS

# AN OVERVIEW

IRENE BEAVERS

HOME ECONOMICS is faced, along with other professions, with an acute shortage of qualified personnel. Increasingly, too, in home economics we are seeing the need for utilizing auxiliary personnel in such ways as to modify the traditional roles of professionals in some of the occupational settings in which our competencies are applied.

The national Workshop on Utilization and Training of Auxiliary Personnel in Home Economics conducted by the American Home Economics Association last October was designed as a means of extending the impact and scope of home economics in all of its areas. Held at the Nebraska Center for Continuing Education in Lincoln, the Workshop was sponsored, in part, by a grant from the Office of Education, U.S. Department of Health, Education, and Welfare.

Specifically, the purposes of the Workshop were:

- To increase the understanding of the philosophy, preparation and use of auxiliary personnel
- To explore ways of extending the reach of home economics by utilizing human resources more efficiently
- To examine existing job responsibilities in the various professional home economics careers, and to identify those tasks which can be assumed by and are more attractive to auxiliary personnel in home economics, the utilization of which will be predicated upon societal needs
- To consider existing legislation related to auxiliary personnel and to explore the need for initiating new legislation at local, state, and national levels
- To provide direction for conferees in assuming leadership at regional, state, and local levels in the utilization and training of auxiliary personnel in the various areas of home economics

The Workshop can be described best as sessions of involvement. The 197 invited participants and speakers represented several disciplines and all areas of home economics including education, health, welfare, business, Extension, homemaking, and research. Almost 90 of the participants actively took part in the program as panel members, leaders of

discussion groups composed of representatives from all home economics areas, leaders of regional discussion groups, members of listening teams, and as role players.

In opening the sessions, the Workshop chairman, Mrs. Clio S. Reinwald, stressed the necessity for flexibility in meeting today's program needs and quoted from a position paper of the Workshop planning committee: "Home economics as a field of endeavor devoted to the concept of service to and welfare of human beings, needs to remain flexible and experimental in its orientation and approach in order to provide a bridge between the knowledge of the profession and the application of this knowledge to the family. The efficient use of auxiliary personnel in the field will be a step in this direction."

One day of the Workshop was devoted to identifying the tasks now performed by auxiliary personnel in home economics and identifying others which might be made attractive to such personnel. One of the Workshop speakers, Dr. Sidney Fine, staff psychologist from the W. E. Upjohn Institute for Employment Research, had worked in advance of the Workshop with 11 of the participants in two all-day sessions to prepare for leading these discussions on task development.

Another portion of the Workshop included a symposium of auxiliary personnel already employed in home economics as aides in education, Extension, social service, food service, and homemaker service. Their presentations revealed similarities in the types of tasks being performed by aides and also duplication of training program efforts by various agencies, thus emphasizing the need for coordination of community efforts in service to families.

As with all AHEA-sponsored conferences, the Workshop on Utilization and Training of Auxiliary Personnel in Home Economics was conceived as something more than a one-exposure, self-contained experience for the participants. Each conferee is expected to give leadership at local and state levels in expanding the learning and orientation received at the Workshop into a network of activities which can inspire training and utilization programs. The Workshop committee had therefore planned for regional



discussion group meetings and from these came the following recommendations for follow-up activities:

- Survey all agencies training and/or using paraprofessionals in home economics related programs
- Study the common concerns of training auxiliary personnel
- Communicate information gained at the Workshop to others through home economics state meetings
- Analyze professional jobs to determine what can be done by paraprofessionals
- Investigate legislation relative to paraprofessionals
- Ask state home economics associations to appoint working committees on auxiliary personnel
- Circulate among other states in the region each state's plan of action and copies of printed materials
- Encourage home economists in local areas to seek contact and work with agencies that have auxiliary personnel

Suggestions also were made for follow-up by the American Home Economics Association. These were:

- Appoint a task force to develop specific terminology to describe each home economics related occupational group, listing actual job specifications for each job
- Exhibit at the AHEA annual meeting materials being used such as films, slides, publications, etc. in the training of auxiliary personnel
- Help professionals keep up-to-date on programs which utilize and train auxiliary workers through a newsletter or other printed information
- Focus on the subject of auxiliary workers at a general session of the 61st AHEA annual meeting

In a concluding report to the Workshop participants, Mrs. Ethel O. Washington, who was responsible for Workshop evaluation, indicated that "as the competence of auxiliary personnel makes it possible to achieve upward mobility on the career ladder, ultimately the major function of home economists may become supervisory. We may require additional education and experience in this area. But in order for home economists to embrace and implement the goals of this Workshop, the speakers have left no doubt that the attitudes of many professionals will require change."

The four Workshop papers presented in the following pages and the excerpts from the symposium

give a well-rounded view of this important AHEA Workshop. Tapes of Workshop presentations also are available at \$47.25 for the complete set of seven tapes or \$7.50 for individual tapes. Orders should be sent to AHEA Headquarters, 1600 Twentieth Street, N.W., Washington, D.C. 20009.

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EDNA POYNER, Workshop Coordinator; Head, Educational Services Department, American Home Economics Association, Washington, D.C.

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JAMES FARMER

# NEW JOB REVOLUTION

This plea to make use of auxiliary personnel in the service areas so that they and those they reach can have a stake in our society climaxed the AHEA Workshop on Utilization and Training of Auxiliary Personnel in Home Economics. Mr. Farmer calls on professionals to coordinate their services and use auxiliary personnel to help improve and deliver services to those who need them.

**W**ITHIN THE PAST several years, various professional groups—teachers, social workers, nurses, doctors, home economists, and others—have been meeting and asking the question: "How can we become more relevant to the things that are happening within our country? How can our specialty, our professionalism, our expertise be adapted to the needs of society at the present time?"

I think that this is a highly significant development. Until recent years, the professionals were hardly concerned about that. They were more concerned with going on living their lives, working hard, and doing their work as best they knew how without really dealing with the problem of whether the services which they were providing were getting down to the people and, if they were not getting down, with how best to get them there.

Arnold Toynbee, the well-known English historian, observed in a recent visit to this country that the climate of the whole nation appeared to have changed during the past 8 or 10 years. When he was here on an earlier visit, he had found that Americans were pretty smug, self-righteous, self-contained, and secure; that everyone seemed to feel that he and his profession were on the right track; that nothing needed to be changed; and that the things they believed were inviolable, their values were sacrosanct, and anyone who criticized or suggested changes must be unpatriotic if not treasonable. But on his more recent visit, Dr. Toynbee said that people now were indulging in criticism, even self-criticism; they were welcoming criticism and often honoring it. They were no longer so sure that they were headed in the right direction or even

that they knew the direction in which they ought to be going. The answers which had satisfied them completely in the past now often seemed obsolete and archaic. Sometimes they weren't even sure they knew the questions.

Dr. Toynbee saw this change as progress, an indication that perhaps this young nation of ours was at last approaching maturity. I think he was right because obviously our nation has learned a great deal in the past few years. We have learned, first of all, that there is poverty in our midst and that our services have not eliminated that poverty.

## WE HAVE FAILED TO DELIVER SERVICES

Until a few years ago, most Americans did not think of poverty as being a factor in our country. Oh yes, we knew academically that there were some poor because a big bite out of our tax money was

*Mr. Farmer is Assistant Secretary for Administration in the U.S. Department of Health, Education, and Welfare. He has been one of the pioneers in developing the direct action methods which have characterized the civil rights movement since 1942, when he helped found CORE—Congress of Racial Equality. He served as its national director from 1961 to 1966 when he resigned to head the Center for Community-Action Education, a private agency established to develop and implement a national literacy program. Mr. Farmer was professor of social welfare at Lincoln University in Pennsylvania from 1966 to 1968 and adjunct professor at New York University in 1968.*

going for welfare. So it was assumed that we must be taking care of those poor. They were on welfare and they were then effectively being swept under the rug. We didn't see them; they were not visible in the meetings of the professionals and of the middle class of our society—rather the middle classes. Our main roads and streets skirted and bypassed the communities of the poor. Those of us who lived in the suburbs and commuted into the cities seldom looked up from our *Wall Street Journal* long enough to see the misery through which we were being transported. The poor were silent. They didn't make any noise, and we hardly knew they were there.

Now the poor are no longer invisible. I think that they will not be invisible again as long as they exist as poor. They are, instead, hurting with existence and a self-awareness. This has been the greatest contribution to date of the war against poverty. It has encouraged the poor, through the phrase "maximum feasible participation," to demand that they have a voice in decisions that affect their lives and that their poverty must not be a permanent feature.

We are aware now that there is hunger, malnutrition, and sometimes virtual starvation in our midst. We do not know enough about the damage that this does to children, but a considerable number of studies and investigations have concluded that the damage is enormous, and that by the time a child is three years of age malnutrition may have damaged him beyond repair. There is an interesting experiment being conducted in Memphis, Tennessee. I think it is St. Jude's Hospital that is working in conjunction with an anti-poverty group in examining the effects of malnutrition of pregnant women and of young children from birth through five years of age. They are discovering that by improving the diet they can secure significant and rather dramatic changes in the child's cognitive skills, alertness, and awareness.

We have a good deal of technical and theoretical knowledge. But in spite of that knowledge, we see in the poor communities of our country, especially the black ghettos and the Spanish-speaking barrios, that our services have not gotten to the people for whom they were intended and whose need is the greatest. In medicine, for instance, and this is a good index of how effective we have been, the infant mortality rate in the ghettos and barrios of our country is more than twice as high as the national average. We look at education and see that in many of the schools in the ghettos and barrios youngsters are, if they have not dropped out, graduating from high school reading at a third, fourth, or fifth grade

level. Obviously, in spite of our technical knowledge, we have not gotten the services down to the people.

The same is true of welfare, home economics, and all professions. Of course, a big part of the problem is poverty itself. How can you talk effectively to a person about good nutrition when he doesn't have the money to buy food? There was a cartoon several years ago in which a nutritionist was addressing a group of grassroots women in the black community of a southern city. It indicated that one of the women in the audience who was looking rather sleepy and tired and bored with the whole process was saying to herself, "Uh huh, you can go on talking about them vitamins and them calories when my pocketbook says 'ham hocks and beans.'" The caption said, "Now if them calories want to get in that pot with them ham hocks and beans, they ain't nothing I can do to stop them." She was so right. Poverty is a key part of the situation, but it is not the only thing.

We need to empathize and be able to walk in the shoes of the poor, to understand and believe in their capacity, to understand that great waste of talent—real and potential—that is now taking place. I think that failure to empathize and understand has been the biggest hang-up of those of us who consider ourselves professionals and are lucky enough to be in the middle classes.

Two or three months ago, my family lived on the welfare diet that the welfare rights organization had been asking people to go on in order to increase empathy. We tried to live on 17 cents per person per meal, which is what the welfare recipients get in Washington, D.C. It was very phony because my two kids knew that next week they would eat their normal diet. Yet it was real in a way—they were hungry, and they understood that for some people this was a permanent state of affairs. They went to bed hungry and there was no midnight snack. When they got up in the morning and ate that scant breakfast, they were still hungry. I talked with them and I think they understand that had they had to go to school that morning, they would not have been among the most alert, alive, responsive, bright, and scintillating youngsters for the simple reason that they were hungry—they had had but a little food.

We are going to have to work on all fronts at the same time, eliminating poverty through many tactics. I look with some measure of hope upon the President's new welfare program, which would tend to remove people from welfare by providing an incentive to work and also training. I hope that jobs

will be created so that we will not be providing people with skills for a higher level of unemployment. That would merely increase the frustration. But we can make a significant step forward with more job training, more skills training, and, indeed, wider use of the skills which are available.

#### AUXILIARY PERSONNEL CAN HELP US DELIVER

One of our problems has been the shortage of professional personnel. I am sure that you have discussed the lack of professionally trained home economists to do the job. This shortage is one reason why the job of reaching the poor families of the country has not been done, not only in the area of nutrition but also in health and in managing the household budget.

That there are not enough professional, certified, trained teachers has been one of the problems in education. Teachers are greatly overworked and too few in number to do the job. There are not enough doctors, especially in the poor communities. Because the poor communities don't have the money, the doctors do not gravitate to them. So where the need is greatest, the shortage of professional personnel also is greatest.

One of the things that the use of auxiliary personnel can do is to augment and supplement the skilled professionals. We desperately need to do that in order to get the services delivered to the people who need them most.

Second, we have to find jobs now for people who have minimal skills. If there is one tragedy in the nation which is greater than any other, it has been our failure to provide upward mobility for people of limited formal education, limited skills, and limited training. We have done pretty well by the middle classes. During the civil rights revolution, as it was called between 1954 and 1964 when jails were filled all over the country, when many heads were broken, when the roster of martyrs extended interminably, we did succeed in improving the upward mobility of those who had education, money, and skills. Today the black PhD has it made. There was a time when he had serious employment problems, but the black person, Chicano, Indian, or Puerto Rican who has a PhD today can make it.

I was talking with a black brother the other day, a doctor who said, "Jim, I have 15 job offers on my desk and I am not taking any one of them because I know that there will be more and better ones coming in." The black college graduate has it easier

than ever before. His problems are not solved, but he can get a job. The black students graduating from predominantly white colleges and universities are barraged with job offers—more than they can possibly handle. It seems that every company in the country has a representative on campus bidding for their services, or sometimes I suspect they are looking for the showcase Negro—you know, "each one must have one." But we don't even knock that.

A friend called me and said, "Jim, I just got a big job with a big corporation starting out at \$12,500. Guess what? I don't have to do anything but sit close to the door and look very Negro." He finally got fired. It was because he wasn't dark enough. They needed greater visibility. But still we don't knock it. It's a foot in the door.

We have not succeeded in providing job mobility for the people without skills and education. As 10 of the lucky or talented, or lucky and talented, walk through the newly opened doors for nontraditional jobs, 100 of their less lucky, less talented brothers and sisters may run out the back door, automated out of work by machines that are taking over for unskilled and semiskilled workers.

Creating the mobility for those who have no mobility is a critical problem now. They will not find jobs in manufacturing industries because of automation and cybernetics. We are able to produce more and more goods with fewer and fewer people, and there is no possibility that that trend will stop. It will continue; it will be exacerbated. I look upon it not as something evil but as an opportunity to do something that is creative.

#### DEVELOPMENT OF JOBS IN THE SERVICE PROFESSIONS IS NEEDED

Where then will the jobs come from? At least one of the books on your reading list, *New Careers for the Poor* by Pearl and Riessman, suggested an answer—the kind of answer that you have been discussing in your workshop here. They suggested, as others also have, that the new jobs will be in the service industries. By their estimates there are some 5 million jobs as aides and assistants which can be created and which our society desperately needs in the cities and rural areas. They suggested that most needed are: home economics aides and assistants; teacher aides and assistants; recreation aides and assistants; social worker aides and assistants; various kinds and types of technicians in medical sciences—lab technicians, medical technicians, X-ray technicians, and so on; and various other technicians to support engineers.

Then came the "Scheuer Amendment," an amendment sponsored by Congressman James Scheuer of New York which provides for recruitment, employment training, and upgrading of unemployed persons to become subprofessionals and paraprofessionals, and then with further training, even professionals. Such amendments have been written into many pieces of legislation.

When I joined the U.S. Department of Health, Education, and Welfare (HEW) six and a half months ago, one of the first tasks that I undertook was to identify new careers programs in the Department. I brought in a consultant who found that there were 35 actual new careers programs in HEW, scattered, without coordination, and also there were 45 potential programs. In other words, the language of the law was sufficiently broad to allow for the institution of new careers programs. Eighty real or potential new careers programs in this one department were possible but had not been instituted. The Labor Department has more; Housing and Urban Development, Justice, and Agriculture have many, and so on. This is a revolution.

The new jobs that are being provided for nonprofessionals must not be dead-end jobs. It would be a disservice to our society if we found a job for a person, put him in that niche, and there let him stay without advancement until kingdom come. This would not give him a stake in the society. It might give him a job but not the mobility which is so desperately needed. (For example, the report of the U.S. National Advisory Commission of Civil Disorders, which is known as the Kerner report, notes that the majority of participants in the uprisings in our cities had jobs but that they were dead-end, go-nowhere, do-nothing jobs.)

As we begin recruiting and training auxiliary personnel or paraprofessionals, we must have career ladders and training built in so that those with the motivation, talent, and potential can move out and up—yes, teacher aides to become teachers.

There is a Career Opportunities Program in the Office of Education which is doing just that. For years when we were talking about paraprofessionals and new careers, teachers said, "Oh no, we don't want any aides or assistants." They felt threatened, that using aides would somehow derogate their professional skills and competence. They thought, "If aides can be used, maybe people will decide that they don't need teachers. They can pay aides less." Teachers wanted to run their classrooms and they didn't want any help in spite of the fact that some spent up to 80 percent of their time on nonteaching, nonprofessional duties. What

an awful waste of professional talent and training!

With aides and assistants, the teachers can concentrate on teaching. They can use their professionalism and rise to new heights of professionalism; they can use their skills, imagination, and training. But it would be a mistake if we merely had the aides sharpening pencils and checking attendance. That does nothing for them and does not enable the teacher to move up.

The Career Opportunities Program recruits poor people from the ghetto community to be served. There are some 130 communities now working on this, where the boards of education will be the contractees, and the colleges accept the grassroots, indigenous folk, who fit into the poverty definition—a family income of no more than \$3600. Some have not even finished high school. The colleges will provide the necessary compensatory or remedial education so that they can move into a college curriculum and study education. At the same time they are working as teacher aides and teacher assistants in inner city schools. They are being paid for this work in the schools and they go to college free. In four years or so when they graduate with a college degree and a teaching license, they will be teachers.

#### AUXILIARY PERSONNEL HAVE PROVED EFFECTIVE

Several years ago in three pilot projects in New Jersey, New York, and California, we used paraprofessionals to teach reading to adults who were functionally illiterate. We found that those paraprofessionals performed as well as certified teachers if they were using programmed instructional materials. What we also found was that in many cases the paraprofessionals performed better because they had rapport with and knew the language of the people with whom they were dealing. They shared the same frame of reference.

I took a friend of mine, a black lawyer, to Harlem to address an outdoor meeting at Harlem Square. He gave what seemed to me a beautiful speech. His audience was saying, "What's this cat talking about?" The words did not get through because he was talking "downtown English," and his frame of reference was a downtown frame of reference—not that of the community where he was speaking.

We also found that a high percentage of participants in these programs were inspired to continue their education. They went back to school to become certified teachers. They were interested in teaching and they wanted to know more so that they could do more than teach people how to

read using programmed materials. They wanted to become professionals. Thus, we can, at the same time, provide jobs for people with limited skills and training, supplement the shortage of skilled professional personnel, and meet the need for health, education, and welfare services for our people.

The third thing we are doing in new careers is improving the delivery of services. A study of 1,000 compensatory education programs, conducted by the Stanford Research Institute, Palo Alto, California, found that only 23 programs were successful in the sense that they measurably improved the achievement and the cognitive skills of the pupils. Of the 23 successful ones, more than 40 percent made large-scale use of paraprofessionals; this percentage is significantly greater than the use of paraprofessionals in the 1,000 programs studied. By itself, this does not prove anything—maybe it is just coincidental, but it gives us an indication.

There have been other such studies. For example, in Florida there was a pilot project using paraprofessionals who were trained by teachers, home economists, social workers, nurses, and doctors. They were trained to go into homes of expectant parents and talk with the parents, helping them to understand how to stimulate their child's curiosity and his interest in learning. The paraprofessionals worked with the parents during the first three years of the child's life. The study compared the cognitive skills of these youngsters with those in a control group, and it showed that where the paraprofessionals had been used, the advancement in cognitive skills had been dramatic. The kids far surpassed the control group.

*Left, James Farmer, Assistant Secretary for Administration, U.S. Department of Health, Education, and Welfare, Washington, D.C., talks with Mrs. Satenig S. St. Marie, AIEA vice-president for program development and manager of educational and consumer relations, J. C. Penney Company, Inc.*



Another study funded by the Children's Bureau was based on the fact that in the black and Hispanic communities of Poston, New York, Washington, D.C., and Los Angeles, iron deficiency anemia was very prevalent. Twenty-one to 87 percent of the kids in these communities suffered from it. In Los Angeles, the Children's Bureau funded this project to find out if health aides going house-to-house could be effective workers in the community. They judged effectiveness by the responsiveness of the families to the counseling of these health aides—whether the parents remembered and did what they were told they should do. They found that the paraprofessionals, or the health aides, were more effective than a control group of second-year medical students.

#### WE MUST COORDINATE PROFESSIONAL SERVICES

So I say that we will improve the delivery of services by using paraprofessionals. We need a real coordination of the various services and hope that we can achieve this in HEW. People are dedicated and committed. I no longer believe that we are dealing with people in the service professions who don't care—they care enormously. Otherwise they would not be in this work. Unless we deal with all aspects of the problems that affect the communities of the poor, the work we do on any one is bound to be of limited effectiveness because the services are so interrelated.

We now have in HEW an Office of New Careers which Secretary Finch has directed me to establish. We are staffing it and trying to coordinate the various new careers programs scattered about the Department. I believe that on the basis of present knowledge, effective work in new careers will result in a significant improvement in the quality and delivery of services. We will not replace professionals with paraprofessionals; that would be stupidity. Paraprofessionals need to be trained and supervised by professionals. Those paraprofessionals who can make it will be provided enough training to become colleagues in the ranks of professionals, and others can then become the paraprofessionals.

#### LET'S LET EVERYONE INTO THE BALL GAME

Ultimately, this will give the people who have not had a stake in society a stake in it. In the words of Richard Wright in *Native Son*, those who



have felt that they were on the outside of the world looking in through a knot-hole in the fence will have a sense of being in the ball game, inside the park. I cannot think of anything more important than that.

In Newark right after the riot there in the summer of 1967, I was walking through the streets looking at the ruins. I said to this black youngster, 16 to 20 years old, "Look man, what kind of sense does it make to tear down your own community like this?" He thought it over, took two steps backwards, looked at me, and said, "Mr. Farmer, baby, you have been brainwashed too. Man, this ain't our community, we don't own nothing here, and we don't make none of the decisions. Everything is owned and all the decisions are being made by

people who live way out in the suburbs. This ain't our community, baby, this is our prison. We not a part of it. We out of it." And then he turned on his heels and walked away.

We will continue to be in trouble as a nation if we allow a large segment of our people to feel that they have no stake in and no place for them to go in the society. Remember, nobody is fool enough to tear down and destroy that which he has a stake in, which he is a part of, which he is a participant in. Ultimately, by using paraprofessionals we may make a significant contribution to the nation's viability and its future, because all people then can come into the family—the poor can move up and then will consider democracy theirs too.

JOHN F. JENNINGS

# LEGISLATION

## AFFECTING AUXILIARY PERSONNEL

Legislation often is a major determinant in the financing and control of programs for training and using auxiliary personnel. This speech and the question and answer session which followed helped participants at the AHEA Workshop on Utilization and Training of Auxiliary Personnel in Home Economics to understand the many types of existing legislation related to auxiliary personnel and to explore the need for initiating new legislation.

**L**EGISLATION which affects the use of auxiliary personnel is a recent phenomenon in federal legislation. Only within the last five years have there been federal laws encouraging the use of paraprofessionals. Yet this is a vastly growing area and a very timely one for study.

As you know, two out of every five workers around the country are women, and this ratio will grow in the next few years because of the demands of our economy and because of the willingness now of women to go outside the home to work. We find that even though two out of five workers are women, women are discriminated against in employment. The average wage nationally for women workers is one-half of the average wage for men. Only 7 percent of employed women make over \$10,000 a year, whereas the number of men who make over that amount is 20 times greater. Many women work at jobs which are far below both their ability and training. Last year one-fifth of all women college graduates who had finished four years at an accredited institution were working in such nonprofessional jobs as clerks and secretaries.

I mention these facts to you because a major problem involved in the use of auxiliary personnel is the reluctance on the part of professional people to employ them. Some people feel as though they are threatened by the presence of auxiliary personnel in their job setting.

### A LARGE RESERVOIR OF TALENT

Paraprofessionals, or auxiliary personnel, to use a more limited term, can be helpful to you as professionals. As you know, home economics and the

demands being made upon it are changing. The Commission on Technology, Automation, and Economic Progress in 1966 concluded that within the next 10 years we could easily use 5.3 million new jobs in the public sector. Many of these jobs are in areas in which traditionally home economics has been involved. Even though home economists are about 100,000 strong, we are finding that demands for home economics personnel will not be met by institutions of higher education. At the same time economic and social conditions exist in our country which give us a large reservoir of unused talent—mostly the disadvantaged. We find that today in the slum areas of our cities we have two and one-half times the rate of unemployment that we have in other areas of the country. By the end of the 1970's we are going to have 50 percent more nonwhites in their twenties, and these are the people who are the least trained and least prepared for occupations in our society.

Although we will have this vast increase in the number of unprepared people, the number of unskilled jobs will go down to 5 percent of the total number of jobs available at the end of the 1970's. And even people with skilled jobs will find them-

*Mr. Jennings is counsel to the General Subcommittee on Education of the U. S. House of Representatives, for which Roman C. Pucinski (D-Ill.) serves as chairman. Mr. Jennings has held his position of counsel to the Subcommittee since 1967 when he was graduated from the Northwestern University School of Law.*





*Mrs. Ethel O. Washington, member of the Workshop planning committee and supervisor of home economics education for the Detroit Public Schools in Detroit, Michigan, talks with John F. Jennings, counsel to the General Subcommittee on Education, U.S. House of Representatives, after his talk on "Legislation Affecting Auxiliary Personnel." Mrs. Washington, who was in charge of the Workshop, evaluation, summarized the participants' reports at the close of the Workshop.*

selves outmoded. By 1980 professional and technical jobs are going to far outdistance skilled craftsmen. Even if a person has certain skills, he may, by the end of the 70's, be out of a job. What are we going to do with this large reservoir of talent?

#### ENCOURAGEMENT FOR PARAPROFESSIONALS

Some types of paraprofessionals which the federal government is seeking to encourage are child care specialists, teacher aides, family planning aides, clothing aides, and so forth through the whole gamut of professions.

In the fall of 1969 we had a deficiency of 222,400 teachers in our schools. Most of these, 164,400, were in the elementary schools. This is the area where we can use auxiliary personnel to the best possible advantage. Presently we have approximately 100,000 teacher aides, but with the shortage of trained teachers, we have a need for many more.

Child care is another vastly growing need. The federal and state governments are encouraging the growth of day care centers. With the Head Start programs, nursery school and other day care programs, and migrant education programs, there is a need for auxiliary personnel. Professional personnel cannot handle all of the tasks put before them.

We also need paraprofessionals in mental health and welfare areas. We need government aides—

people who can serve as ombudsmen, who can help reduce the alienation present not only among the disadvantaged population but also among our middle-class population caused by the feeling that they are not influencing the government, that the government is somehow "out there." Paraprofessionals, if they are used in these areas, can help reduce this gap between government and citizens.

Paraprofessionals obviously can be used in clothing, interior decorating, food service, and other areas.

The federal government has seen this need and at the same time it has seen the large numbers of disadvantaged in our population who do not have jobs or a chance for a career because they have been excluded from the schools both by their own attitudes and by the schools themselves. So the federal government, since 1964, has enacted two major pieces of legislation which encourage the use of paraprofessionals. Under this legislation, five programs presently are funded and in operation today.

#### UNDER THE ECONOMIC OPPORTUNITY ACT

Under the Economic Opportunity Act of 1964, three programs use paraprofessionals.

**The New Careers program.** The major program under this Act is the New Careers program. Congress was impressed by the program's potential for twinning the need for professional personnel with our reservoir of unused talent. Since 1964, actually since 1965 when the program was funded, over 20,000 people have been trained in the New Careers program. These people include health specialists, dietetic aides, child care aides, and teacher aides.

As you know, the concept behind New Careers is that you place a person in an entry level job where the skills are relatively minimal. Then you build into that job components which will increase the person's sophistication both in general knowledge and also in the skill for the job so that he can advance up a career ladder until he eventually attains the professional level.

The New Careers program, the first major-scale program of this type, has had problems with confusing guidelines, with the reluctance of professional personnel to take nonprofessionals in, and with the disadvantaged themselves who have been very skeptical about the program. But it has been a success to a limited degree. Since 1964, New Careers has been known as the program most easily identifiable with federal support for paraprofessionals, and its type of approach has been written into many other pieces of legislation.

**The Head Start program.** Under the Economic Opportunity Act, the second major program which uses paraprofessionals is the Head Start program. This differs from the New Careers type of program in that it is not anticipated that all the people in the program will move up a career ladder and eventually become professionals. Many people who have been excluded by the normal job requirements are given an opportunity to get into a field and gradually advance as their own willingness dictates. Presently under the Head Start program, which is geared toward poor children in the early years before school and which seeks to give them some sort of compensatory education to prepare them for school, approximately 25,000 paraprofessionals are being used.

**The Community Action Program.** Another related program under the Economic Opportunity Act is the Community Action Program (CAP). Under the Economic Opportunity Act, local agencies were set up for coordinating or for initiating or operating local antipoverty efforts. The Office of Economic Opportunity estimates that there are approximately 20,000 auxiliary personnel involved in various local programs conducted by CAP agencies.

#### UNDER THE EDUCATION ACT

The second major federal act which encourages the use of auxiliary personnel is the Elementary and Secondary Education Act.

**Title I.** The major program under this Act is Title I. This program which the federal government funds at approximately a billion dollars a year is meant for compensatory education—to concentrate in areas of greatest need within cities and rural areas, giving disadvantaged students an opportunity to compensate for their different types of backgrounds.

Approximately 100,000 paraprofessionals will be hired under Title I during the fiscal year 1970. It is estimated that by fiscal 1977, there might be 1.5 million paraprofessionals involved in these programs as teachers' aides. Most of these people—as in the Head Start program and the CAP agencies—are drawn from the community itself and are put into the classroom to supervise the children, do clerical work, and otherwise provide a link between the school and community.

**Title VII.** The second type of program under the Elementary and Secondary Education Act is the bilingual education program, Title VII. This program is geared toward poor areas where children, by reason of their ethnic backgrounds, are not conversant

in English. Most schools by state law require instruction only in English. Only within the last couple of years have several states, such as California and Texas, sought to loosen their requirements for the use of English in the classroom. Teacher aides are used in this program to supervise youngsters in the classroom, grade papers, and do the tasks which detract the teacher's attention away from the major task of educating the child. There are not many aides under the program, but it also serves as a link between the community and the school.

Under these five programs which have been in operation only since 1965, three under the Economic Opportunity Act, two under the Elementary and Secondary Education Act, the federal government is supporting approximately 170,000 paraprofessionals. They range from auxiliary personnel who are solely attached to a professional to help with simple tasks, to the New Careers type person who is supposed to advance up a ladder and become an assistant teacher and then a certified teacher.

#### NINE NEW PROGRAMS

Besides these five major programs presently funded, Congress has authorized within the last three years nine new programs for the use of paraprofessionals. As I briefly describe these nine new programs, bear in mind that all of these programs have been enacted within the last three years—especially in the 90th Congress in 1967 and 1968.

The first, the Health Manpower Act of 1968, provides the same type of program as the New Careers program under the Economic Opportunity Act. But it zeroes in on health professions, seeking to broaden training in areas such as dentistry, podiatry, medicine, and psychiatry. This program, just getting under way, is administered by the Department of Health, Education, and Welfare (HEW).

The second new program is under the Vocational Rehabilitation Act of 1968. This, too, is a program newly authorized last year by the 90th Congress. It seeks to use the same type of New Careers thinking to get handicapped people to advance along a career ladder starting with an entry skill job so they can learn greater skills and more sophistication and eventually move up to a professional level.

The Housing Act of 1968 is the third new act which authorizes the use of paraprofessionals. Paraprofessionals under this Act are to be used in local, state, and federal government agencies. The reasoning behind this is that frequently people from the community can provide a better link between the government and the community.

The Higher Education Act of 1968 authorizes the fourth program. It also is concerned basically with the use of paraprofessionals in public service. The purpose of this program is to get people who are in college interested in government while they are in school so that they can take a job which would advance them up to a professional level when they gain their college degree.

The fifth new program is under the Social Security Amendments of 1967. As this Act has been interpreted by HEW, paraprofessionals will be required to be used in all states in this fiscal year which began July 1, 1969. Every state must use paraprofessional personnel in social welfare programs. As you know, the federal government is involved in seven public welfare programs such as old age insurance, disability, and Aid to Families with Dependent Children. It also seeks to involve people from the community in the programs and to provide a link between the community and the government.

The sixth new program is under the Omnibus Crime Control and Safe Streets Act of 1968. This Act, passed by the 90th Congress, is a massive program to provide assistance to the states and to the local police departments for the control of crime. The paraprofessionals under this Act would be limited to community relations specialists, which I think is a euphemistic term for people from the community who can be used to better police-community relationships and again provide a linkage between the community and one of the institutions, namely, the police department.

The Juvenile Delinquency Act of 1968 is geared toward providing a link between youth who are delinquent or in danger of becoming delinquent and the institutions of society. These programs are for the use and training of paraprofessionals in the diagnosis, treatment, and rehabilitation of people who are delinquent or conceivably could become delinquent. This program, too, is administered by HEW and is just getting under way in this fiscal year.

The eighth program is the Handicapped Children's Early Education Act of 1968. It seeks to use auxiliary personnel as with the Head Start approach (but not limited to poverty youngsters) in programs for the early education of handicapped children.

The last program is under the Vocational Education Amendments of 1968 which authorize the use of subprofessionals in the basic state-grant program. In other programs under the Amendments the Office of Education and the states jointly administer the research and exemplary programs, both of which encourage the training of paraprofessionals.

## EMPHASIS ON DISADVANTAGED

It may seem that the federal government is involved mostly with the use of paraprofessionals in disadvantaged areas. This is true. The 89th and 90th Congresses have been concerned especially with the problems of the disadvantaged in our communities, of trying to bring them into society's mainstream. Consequently, most of the social welfare legislation has sought to bring these people into our institutions, primarily through the use of paraprofessionals and programs aimed specifically at the disadvantaged.

This is just a starting point. The federal government now will begin to fund programs under some of these and other acts for the use of nonpoor paraprofessionals. Auxiliary personnel should not be stigmatized as the dropouts or as the "pushouts" of our society—people who are not able to cope because of their attitudes, backgrounds, or the hostility of the system toward them. The idea of paraprofessionals can be used in a broader sense. However, these have been the programs funded by the federal government. State, local, and private industry funds also are being spent in other programs using paraprofessionals.

## EDUCATION HAS FAILED MANY

This gets into the question of our educational system. Last year the House General Subcommittee on Education reviewed vocational education throughout the country and found that the educational system is failing many youngsters. Even though vocational education has 8 million enrollees ranging from children to adults, and even though many of these people are being adequately trained and well-placed in jobs through vocational education, the needs of a large part of our population are not being met. More importantly, their potential is not being used. This is why, in the Vocational Education Amendments of 1968, Congress emphasizes the disadvantaged.

Under the Vocational Education Act of 1963, Congress had said that vocational education must meet the needs and tap the talents of disadvantaged youngsters. Yet Congress found that less than 1 percent of the federal funds since 1963 had been used on programs for the disadvantaged. Congress was quite concerned about this. Since three-quarters of a million youngsters drop out of school every year, and almost one-fourth of our 19-year-olds, our educational system must be failing these young people. We find that if these children are not taught in the

schools, they will have to be picked up later under manpower remedial programs which spend up to \$12,000 per trainee to remedy the impairments to employment which were not caught earlier by the schools or which were caused by the schools.

There is no sense in the federal government's being concerned with the employment of its citizens and yet not investing money in job training in the schools so that people can be taught before they become set in attitudes which preclude them from wanting to or being able to work later. Vocational education had been at fault because it had not reoriented its programs toward the disadvantaged. But Congress also found itself to be at fault because it was appropriating \$14 for higher education for every dollar that it was appropriating for vocational education, and it was appropriating \$4 for remedial education programs for every dollar appropriated for vocational education. It does not make sense to direct 80 percent of our resources nationally toward higher education and academic programs when only 20 percent of the student population will attain a college degree. What happens to the other 80 percent who drop out somewhere along the line? Only 20 percent of our resources are being used on these people. So Congress decided that in the Vocational Education Amendments of 1968 it would turn to occupational education to meet some of these needs.

#### CHALLENGE TO VOCATIONAL EDUCATION

Congress challenged vocational education, first of all, to put its house in order, which means to emphasize new job programs and concepts such as the "cluster concept," where you teach the child several related skills so that he will not be tied down later to one job.

It challenged home economics to get into the new area of training for the dual role of homemaking and wage earning. Traditionally, home economics has been challenged to train people for homemaking, but now it is being called upon also to train people for jobs.

In addition, home economists are now being asked, as are all those in vocational education, to address themselves to the problems of the disadvantaged. Congress said that in every state one-third of the

money under the home economics section must be used for consumer programs in economically depressed areas. That means that if states are not doing it now, regardless of whether there is new money or not, they will have to have consumer education programs in ghetto, slum, and other economically depressed areas.

But both Congressman Roman Pucinski and I have been much impressed by the fact that vocational educators are ready and willing to change. This last year, the House of Representatives increased the appropriation for vocational education from approximately \$280 million to almost \$490 million. Much of this is meant to be used for programs in new occupational skills and for certain groups of the population such as the disadvantaged and the handicapped. [Note: In the final appropriations bill presented by the Congress, vocational education was increased about \$210 million over the \$279 million President Nixon sought and in January the President vetoed the bill.]

#### PREPARE FOR NEW MONEY

Vocational educators are being told to change. They are ready to change, and yet the money is not there. If they do receive this new money, one of their tasks will be to decide how they are going to spend it in a relatively short time. But they must be prepared because there will be an accounting due for the money and if vocational education wants to keep Congress' confidence, it must be ready to move into new occupational fields and to serve all segments of the population.

I hope that from this conference, where you have considered the use of auxiliary personnel, you will start to think about how you can use some of this money from vocational education. I know that you are not all teachers in vocational education, or even in programs presently funded by vocational education, but under the new Act the categories of funding have been broadened to include many private and public institutions which were not eligible before. You are being challenged by Congress. I hope that this conference will help you to think about ways in which you can meet this challenge during the next school year and hopefully during the next decade.

SHELDON S. STEINBERG

# STRESSES, STRAINS, AND JOYS

## OF UTILIZING AUXILIARY PERSONNEL

As the participants at the AHEA Workshop on Utilization and Training of Auxiliary Personnel in Home Economics realized, the experience of using auxiliary personnel involves many types of stress and strain. But it also brings individual joys and social benefits that need recognition in any exploration about auxiliary personnel. In his speech at the Workshop, Dr. Steinberg discussed common areas of stress, strain, and joy that he has observed in many programs across the nation.

**I**T MIGHT HELP set the stage for the remarks that follow if I tell you a little about University Research Corporation and the kinds of things that we are involved in doing. We have collective experience working with human service aides—auxiliary personnel—in more than 500 cities and rural communities in all 50 states. We have worked for the Department of Labor as a prime contractor in implementing the 1966 Amendment to the Economic Opportunities Act which is referred to as the "New Careers Amendment." We now are involved with the Office of Economic Opportunity in over 300 Community Action Program agencies to assist in career development programs for all their staffs.

These programs bring us into daily and direct contact with every aspect of federal, state, and local programs focusing on the utilization of auxiliary personnel—from design of programs to evaluation of results; from negotiations for job and career development to functional occupational analysis; from design of training programs to curriculum for the skill theory and on-the-job training practice; from training and orientation of professionals who will be supervising the preprofessional to negotiations with civil service merit systems on job restructuring horizontally, vertically, and diagonally. All of this has provided us with innumerable stresses and strains but, and what makes it all worthwhile, with enough joys to more than compensate for stresses, strains, frustrations, anger, teeth-grashing, disbelief, horror, and other daily experiences. It is worthwhile for another overriding

reason. We believe that the New Careers approach represents a major solution to human service needs. We believe that enough positive examples of this national demonstration program now exist to affirm our belief.

In trying to think through how I could best contribute to your discussions, there seemed two areas that perhaps would be most useful. First of all, I will identify some common areas of stress and strain in utilizing auxiliary personnel. Secondly, I would like briefly to point out some of the kinds of things that happen and that represent positive changes in delivery systems.

### COMMON AREAS OF STRESS AND STRAIN

**Acceptance of New Careers concept.** The first area of stress and strain in utilizing auxiliary per-

*Dr. Steinberg is executive vice-president with overall responsibility for program supervision of the University Research Corporation in Washington, D.C. He directs a multicomponent manpower contract with the U.S. Department of Labor in New Careers, Employment Service, and Work Incentive programs. This work, in about 100 cities, is focused on developing career opportunity systems and related educational and training programs in a wide variety of human service agencies at the federal, state, county, and local levels.*



sonnel is the acceptance of the idea. This has a lot to do with who is in the agency when the idea is first expressed that people who have less credentials than the professional are going to be doing the same kind of work, or some of the same kind of work, that the professional has been doing. This is an enormous problem.

There also is the related problem of anxiety on the part of professionals about auxiliary personnel in relation to their own job roles, salaries, and status in the agency. This is expressed in various ways. For example, I recall a comment made by a professional in a health agency who said to me, "In other words, are you saying that six operating room aides are going to replace one surgeon?" It is absurd, but this kind of attitude is quite prevalent.

We also have a very interesting spectrum of attitudes as far as preprofessionals are concerned. I tend to describe the spectrum as having two poles. At the one pole we have the "Messiah" complex. The Messiah complex is the thought that all you have to do in order to make everything okay is to bring preprofessionals into the agency. You do not have to do anything else—there is some kind of magical quality about using aides that automatically will solve all the service delivery problems.

At the other end is the "send-them-out-for-coffee" syndrome. This appears when the agency agrees to accept aides and then when the aides finally show up, somebody who has the responsibility does not know what to do with them. What happens is that they send them out for coffee or they put them in a corner someplace and say, "Just stay over here, and here are a couple of things for you to read. I will get back to you later today and we will get you going on something." Of course, there is a middle ground there someplace.

Another issue has to do with the attitude that if you are going to focus your efforts on the recruitment and selection of poor people, this in effect is another way of providing turkey baskets for the poor. It is the charity attitude of, "Let's help these poor folk. Let's bring them in and give them jobs and pay them. But let's not expect too much of them because after all they are disadvantaged, they are hard-core, and they really need therapy." This can be a very pernicious kind of an attitude and literally can destroy any real potential that people have in an agency that has clearly defined job roles and that focuses not on therapy, but on training for specific jobs. In training situations where persons cannot make it because of emotional problems, they should be taken out of the training program and put into contact with medical services that can help them

overcome that problem so that they can return to training. They should not be kept in and provided therapy.

In addition, we have some agencies that are absolutely resistant to change of any kind. This generally is true of agencies that have been in existence for a long time, that have become highly bureaucratic and highly structured, and where people are kind of "antsy" about anything that in any way, size, shape, or form may represent a threat to the small little cubbyhole that has been carved out for them or that they have helped carve out in the agency. A person in this kind of a situation does not want change because change is uncomfortable. Actually, most people do not want change. A lot of people will accept change because they recognize that it has some value if it is in a positive direction. But we do find some agencies that are rigid and absolutely refuse to change.

There is another issue and another problem which we do not have an answer to yet. It is that some agencies feel that there is not enough proof that the utilization of preprofessionals will in fact improve service. We have some beginning information on this and a little later I will report the only, in my judgment, valid and reliable study that has demonstrated success in one small isolated area.

**Recruitment and selection.** The second general area that I should like to discuss is the whole problem of recruitment and selection. Here again we have some issues that relate to attitudes on the part of agencies who are planning to use preprofessionals. What is the focus of recruitment and selection? The programs that I am most closely associated with, and have been for the last three years, in the original programs at Howard University and Lincoln Hospital, are very clear in terms of their focus for recruitment and selection. The original programs out of which arose the New Careers legislation that was enacted by Congress in 1966 focused on low-income people, on what often is referred to as the "hard-core." Nobody is quite sure what this term means, but generally it is the unemployed, underemployed, undereducated, low-income population existing below the poverty levels that have been established by the federal government. Decisions have to be made. What population are you going to recruit your people from?

For the most part, preprofessional programs in different parts of the country have done what is referred to as "creaming." They have taken the cream right off the top of the population—people that have had high school diplomas, some even have had college. I am not saying that that is wrong.

Yet if that is the only population that people are talking about, the agency ought to take a close look at itself in terms of the needs in this country, and perhaps establish some policy of getting a better cross-section of recruitment and selection from the very population that desperately needs to increase its income level and to have some participation in the opportunity system that our country is supposed to represent. You can go in the other direction as far as recruiting *only* the "hard-core." And this also involves a number of problems.

Related to this problem is the use of traditional sources and methods of recruitment. For example, agencies use announcements in newspapers which poor people generally do not read, announcements on radio stations that poor people generally do not listen to, contacts with the traditional agencies in the community that are supposed to be in touch with the poor but seldom are. These recruitment procedures are used instead of using other channels and working directly, for example, with the outreach workers in Community Action Program agencies or in welfare agencies—but that part of the welfare agency that has nothing to do with public assistance.

Another problem in recruitment and selection is the setting of unrealistic qualifications. For example, the Department of Labor program with some 17,000 enrollees working in hundreds of agencies across the country has demonstrated something. A lot of people know that you cannot measure the most important thing that needs to be measured when you are considering somebody for an entry-level job as a preprofessional, and that is potential. There is no known measure of potential. You cannot measure potential, particularly of the population groups that I have been describing. We now have ample evidence that if you take for granted that the people who are unemployed, underemployed, and undereducated bring certain problems and deficiencies to the program, and structure the training program so that it is able to handle those problems, people are successful. This is what you might describe as an advocacy model—having faith in people.

Another problem has to do with the whole issue of the establishment of salaries. In many places it is impossible to recruit men for Federal Manpower Training programs because the federal minimum is generally the only salary that is available for people, and that is \$1.60 an hour for a 40-hour week or \$64 a week. Male heads of households refuse to participate in programs of this type because they can make out much better by having the family

taken care of by public assistance and getting itinerant kinds of jobs that the welfare department does not know about. I think they are eminently intelligent. This is a perfect example of potential being utilized to figure out the best total income as far as the family is concerned.

**Job development.** Another area that needs to be discussed is that of job development. This is an extremely critical area because as soon as you start to talk about a relevant and realistic role of the first person in a career lattice, you cannot avoid thinking about what everybody else in that system is and should be doing. For example, if you are talking about a health department, you have to talk about what everybody in that health department is doing. If you are talking about a program such as the expanded food and nutrition education program, you not only should be talking about what the aides are doing under the supervision of the Extension agent, but also about what that agent is doing. If you are talking career lattices, you also should be talking about some of the intermediary steps, roles, and functions of people who have demonstrated their ability as aides and who have enormous gaps in terms of experience and formal education and training between the aide position and the Extension agent position. That is just one example of one kind of a system.

Supposing that you have done that, you still have to think very carefully and very specifically about what you expect the person to do—what the tasks are, specifically, sharply defined. Unfortunately, this does not happen in most aide training programs. Job descriptions, for example, have been prepared by other agencies and are latched onto by a similar kind of agency. The tasks may not have relevancy for the agency that is using someone else's tasks.

Recently in San Francisco I met with representatives from 12 hospitals to help with designing a training program. The representatives realized they were wasting professional time, money, and space by training the same categories of people in groups of two or three at a time. They decided that maybe it would be more intelligent to get together and pool their efforts and resources and think through a training model that would enable them to cluster people in the same job category and the same job title.

They very quickly identified their problem. An orderly in hospital A did not do the same things that an orderly did in hospital B. In hospital C an orderly did the same things as one in hospital A, even though they had different job titles and different salaries. So now the hospitals are involved



*Mary C. Kennington, moderator at the Workshop symposium and program leader in the Federal Extension Service, U.S. Department of Agriculture, Washington, D.C., talks with Dr. Sheldon S. Steinberg, executive vice-president for University Research Corporation, Washington, D.C. In addition to his discussion of "Stresses, Strains, and Joys of Utilizing Auxiliary Personnel" Dr. Steinberg also presented a paper on "A Look at Research."*

in the process of trying to make some sense out of that confusion. Out of it will come some rational generic tasks for each job category.

Another critical issue is the lack of clarity of functions of professionals. Many professionals, after they have come through the formal education and training and whatever in-service training or field experience may be required, go into an agency and almost immediately a degree of atavism sets in. Certain skills, very highly developed professional skills, are not utilized any more—they get lost by the wayside, and a lot of other less sophisticated kinds of skills become the responsibility of the professional. Professionals become comfortable performing at that level as part of the total job task cluster. Thus, the agency is not making the best utilization of manpower that it can make. There are a lot of things that people with less formal training and education can do under proper supervision. This would free the professional to do the kinds of things that the professional should do.

Another area in relating to the whole issue of job development is the very real issue of budget, particularly in public agencies where budgets are prepared a year or two in advance, with no provision for the utilization of preprofessionals. It becomes a very difficult problem to try to bring in preprofessionals using agency money. I repeat, "using agency money." It is easy to bring in preprofessionals if you are using money that comes through one of the federal programs. It also is very easy for agencies to say good-bye to the preprofessionals when the federal money runs out, because from the outset there has been no thought given to building them into the delivery system. They generally are considered to be appendages.

**Staff development and training.** A fourth area that I would like briefly to mention is the area of staff development and training. How do you design a relevant program? What is a relevant program? Do you train first and then employ later? Do you

bring people aboard and then give them in-service training? Should you give employees released time for continued career development as part of an opportunity system? These are some of the very critical questions that agencies face every day in the week—agencies that are either contemplating or are currently utilizing preprofessionals.

Another interesting problem is the acceptance of currently employed staff that maybe they need to sharpen some skills and perhaps learn some new ones. We learned the hard way in the early demonstration programs, for example, to set up seminars for the professionals who were supervising the preprofessionals in the agency so that we could talk about the problems from their perspective and viewpoint and share with them some of the things that the preprofessionals were bringing out. That had a lot to do with the relationship between supervisors and preprofessionals.

We also learned that if we were talking about released time as part of a training model for preprofessionals, we had better talk about the same thing as far as the professionals were concerned. In addition, if we were talking about academic credit for preprofessionals for the combination of supervised training and on-the-job experience, we needed to talk about academic credit for supervisors for the supervisory seminars. We not only talked about it, but we were able to accomplish it in a number of places.

I also could mention a very serious ideological difference that exists in relation to staff development and training between existing staff and some new staff who have come through a different milieu as far as being "with it," being relevant, and so forth. To some older staff, these new staff sound like "wild-eyed radical militants." It is a very critical problem in many agencies, but it does not have to be. The answer is staff development training and some policies that agencies establish by fiat, rather than consensus.



Another area that has to do with the lack of response on the part of agencies to staff development and training has to do with lack of sophisticated knowledge of funding resources so that agencies can either get funding for staff development and training themselves or can tie into programs in the community where it is already going on. For example, the Social Security Amendments of 1968, the Vocational Education Amendments of 1962, some of the Model Cities Amendments, the New Careers Amendment, and the Work Incentive program make opportunities available for professionals in agencies to continue their staff development and training and to increase their professional skills.

### EXAMPLES OF SUCCESS

Let me brief you quickly on some of the kinds of successes that are real and meaningful, where some good things are happening in meeting the needs of people who need service, as well as bringing preprofessionals into an opportunity system.

Hawaii's Resident Training School and Hospital for the Mentally Retarded at Waimanalo is an example where paramedical assistants are working in close contact with patients. The range of their duties include in-patient care, treatment, and training. They lead singing groups, check the pulse and respiration of patients, and work in areas of physical therapy, sheltered workshop situations, and so forth. They are all providing desperately needed services in this facility on Oahu (1).

Another example is that of health aides who are working in a project in Tennessee. They were brought aboard and trained as the health department's response to specific needs among poor people, needs that they were unable to fill before they brought aides aboard. The aides are involved in everything from surveying the needs of people to actually going out and directly working with families in what we might describe as an expedition function. They help bring families to the services that they need, acquaint families with places where they can get needed services, talk with Head Start and parents' groups, and perform other community education functions (2).

In Cleveland, there is a group of some 40 or 50 urban planning aides who function as paraprofessional assistants to urban planners in groups such as the Metropolitan Housing Authority and the Regional Planning Commission. They have worked out an arrangement where they will be certified as urban planning technologists by the Cuyahoga Commu-

nity College which is in the Cleveland area. They already have worked out a career ladder and can have all of the credits they earn transferred to a four-year baccalaureate program. Ultimately they will receive degrees in urban technology (3).

The dropout rate among New Careerists enrolled as freshmen at Ohio State University is about 75 percent lower than the rate for all freshmen at the University, according to a news item in *The Columbus Dispatch*. Normally, University officials expect roughly 40 percent of all freshmen entering the University to fail or drop out during their first quarter in school. Of the 42 New Careerists enrolled in the School of Social Work during spring quarter, only five (12 percent) failed to complete the quarter's work. Of the 64 New Careerists enrolled in the College of Education, seven (10.5 percent) dropped out. In contrast to regular students, none of these New Careerists had been able to meet OSU's entrance requirements when they enrolled at the University; many were high school dropouts and the others had had very poor academic records in high school. Their performance as college students indicates not only that academic success in high school may not be the most valid criterion by which to gauge potential college success, but also that the New Careerist approach to career development may provide the motivation that is often lacking for many students in high school (4).

Another success story is about ex-convicts who are working as "new professional" counselors in a project to help groups of suspected law violators to become part of the mainstream of society. The new professionals (reps) work on the Vera Institute of Justice's Court Employment Project in New York City. (The Institute is an experimental agency attempting to reform and modernize the criminal justice system.) Among his many duties, the rep visits the participants on the job, checks on their living accommodations, makes home visits, and acts as an individual counselor. Once a week the rep meets his group of 21 participants at "the lounge"—a handsomely decorated, especially designed for this program and furnished with a stereo system, a library, and comfortable furnishings—for group confrontation sessions. In these discussions, the participants are bringing up personal or on-the-job problems. The reps have moved a step up the career ladder to the position of unit coordinator. They remain in the office most of the time so that they are available to handle the problems of any participants. When the rep is out in the field or otherwise unavailable, the unit coordinator works with the participants of his own.

Another potential route to advancement for reps is through transfer to private corporations that employ a substantial number of disadvantaged persons. Reps could use their training to act as employment counselors for these employees. One rep is already being considered for such a position; and the project is working to develop similar positions for others (5).

One study that demonstrates what the utilization of preprofessionals is really about was reported by the University of Minnesota's General College. During the 1966-67 academic year, 307 teacher aides were working in the Minneapolis Public Schools. Of these, 260 were hired with federal funds and worked in target area schools while the remaining 47 were hired with local funds and worked in schools outside the target area. The use of local funds to hire 47 teacher aides was believed to be an indication that professional staff members regarded the teacher aide program as successful and valuable. A research project carried on at the University in 1967 showed that teacher aides can be used effectively to help to develop reading readiness in kindergarten children. Children had gained more in reading readiness when aides were present in the classroom. It was found that children made slightly greater gains in the group where only one aide worked in the classroom than in the group with five aides. It was inferred that when five aides were present in the classroom, the teacher spent more time training and supervising aides and less time working directly with children than she did when only one aide was present. Because teachers are professionally trained to work with children, it was believed that directing the teacher's efforts elsewhere might not result in optimum pupil gain. Perhaps, if aides had been trained before coming into the classroom to work with children toward a specific classroom objective, increasing reading readiness, then aides' classroom activities might not have required the degree of teacher planning and supervision that was necessary during the experiment (6).

Other very brief examples of positive experiences include (7):

- Three New Careerists with the Oakland Redevelopment Agency topped the list of New Careerists at Merritt Junior College in Oakland during the fall-winter semester of 1968, receiving grade-point averages of 4.00 (straight "A").
- Four New Careerists working for the Employment Service received a grade-point average of 3.00 or better at Merritt Junior College.
- The first Associate of Arts degree was awarded to an Oakland New Careerist.

- Three units of credit are given to New Careers supervisors pursuing credentials in public administration as a part of the New Careers training for agency supervisors at California State College at Hayward. The course will run for 15 weeks.

- The following institutions award credit for the New Careers training program—the credit is transferable to any curriculum within the respective institution: University of Oregon; Contra Costa College, San Pablo, California; Merritt Junior College, Oakland, California; Allegheny Community College, Pittsburgh, Pennsylvania; Sand Hills College, Southern Pines, North Carolina; Cuyahoga College, Cleveland, Ohio; Miami-Dade, Miami, Florida.

- In Charlotte, North Carolina, the Employment Service will be willing to pay 100 percent of the enrollees' wages at the minimum wage (\$1.65 per hour) at entry level. Examination will be waived for entry level.

- State Civil Service has agreed to use oral, job-related examinations for enrollees. This insures that not only are the New Careerists assured a job upon the completion of training, but the training program itself helps prepare the enrollee to take the Civil Service test.

- In New York City the City Civil Service will accept "successful completion of Scheiner New Careers Training" in lieu of a high school diploma or equivalency for the entry-level job requirement in New York City agencies.

- The National Organization of New Careerists, with its home office in Washington, D.C., now has chapters in the following cities: Detroit, Michigan; San Francisco, California; Oakland, California; Los Angeles, California; New York, New York; Pittsburgh, Pennsylvania; Minneapolis, Minnesota.

- The state medical examiner in Richmond, California granted waivers to two New Careerists. Prior to issuance of these waivers, it had been the policy that all individuals applying for state employment meet all physical requirements before they were employed.

## CONCLUSION

In preparing the nonprofessional worker to function within any social service system, we see the following areas as critical:

*The program.* In training nonprofessionals in newly developing programs, the uncertainty of policy direction and role for all staff compounds the confusion and ambiguity which surrounds the nonprofessional role even in established and well-defined programs.

*Agency structure.* The degree to which the nonprofessional role is absorbed into the agency staff pattern has immediate impact on the learning and performance behavior of the trainee.

*Task definition.* Professional staff are affected by the process of job definition for the trainee and tend to react differentially, depending on the de-

gree to which their own roles are modified and supported by additional training or education.

**Practice methods.** The potential contribution of the nonprofessional depends on the degree to which agency and staff can accept the implementation of nontraditional practice methods and techniques.

**Training relevance.** The degree to which the training practicum is an integral part of the basic service and delivery pattern and not based on make-believe jobs has a real effect on the initiative, motivation, performance, and job longevity of the trainee.

**Priorities.** A viable training program is related to whether an agency views incoming nonprofessionals as dispensers of service who require training, or as trainees preparing to become dispensers of service. The administrative control of the training program then evolves from this decision.

**Staff relationships.** Both occupational and interpersonal relationships are seriously affected by whether professional staff view trainees as trainees in a learning situation, as clients in a work-therapy situation, or as fully trained staff workers (8).

#### WHAT LIES AHEAD

Among the many unanswered questions about nonprofessionals, we would like to raise the following for future study and evaluation:

1. What specific and real contributions can the nonprofessional make to the identification of client need and improved service and its delivery?
2. What new delivery systems can be devised which take into account maximum use of com-

munity residents and institutions as a primary resource?

3. To what degree should and can social service agencies accept responsibility not only for reacting to client need, but also to taking responsibility for social action leading to the elimination of that need?
4. What attitudinal and transitional supports must the agency provide to help the professional accept the trainee into full staff status once the training period is over?
5. Does training the nonprofessional, itself, constitute a new service entity requiring its own epistemology?

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SIDNEY A. FINE

# GUIDELINES FOR DESIGNING NEW CAREERS

The systems approach put man on the moon. And this is the approach that Dr. Fine used at the AHEA Workshop on Utilization and Training of Auxiliary Personnel in Home Economics as he discussed perspectives involved in the process of exploring new careers and guidelines for designing new jobs. Following this presentation, Workshop participants met in 10 groups to discuss the application of these guidelines in the development of new careers in home economics. Serving as the group discussion leaders were home economists who had met with Dr. Fine in Washington, D.C. on two separate days prior to the Workshop.

**B**ASICALLY, we are here to explore what is involved in training and using auxiliary personnel. We can talk about it from many points of view.

One perspective that occurs to me is: Is all of this thinking, preparation, and discussion necessary? I would suspect that many of you have already met auxiliary workers, and are working with them. Perhaps you are doing it in a fairly natural way. Maybe all of this talk and preparation is just making you nervous and upset in one way or another; and when you meet an auxiliary worker again, you will be self-conscious and awkward and not know what to do. I have given this point of view some thought, but, and I confess that I do not have an answer.

Another perspective is to consider the problem of auxiliary workers from your view as home economics professionals. What does this mean? You are one of a number of professional organizations and one of a number of professions—social work, counseling, and psychology are others—that have attained status in recent years. These groups have attained status largely through education and now are an educational elite. By-and-large they did not become home economists and psychologists and social workers by coming up gradually through the ranks, but by going to school. This is a relatively new occupational development.

It differs, for example, from the engineering profession. Until about 20 years ago, people became engineers by working at engineering. I would think

that 25 years ago most engineers in the country did not necessarily have degrees. They became engineers by working their way up much like apprentices.

## NEW IDEAS AND APPROACHES

The question is: Can you reverse the process? Can people begin work in what you feel is a "professional" field without professional qualifications and degrees? It is very easy to express this reversal in a few words, but surely it must be a very upsetting idea in some ways. You have to see your profession and your work in a new way. As I suggested, this is true not only for home economists but also for others.

If people are going to perform important aspects of your work without the training you've had, why

*Dr. Fine is a specialist in job analysis, occupational classification, and personnel management at the W. E. Upjohn Institute for Employment Research, a privately sponsored nonprofit research organization in Washington, D.C. and Kalamazoo, Michigan. From 1950 to 1959, Dr. Fine directed the development of the present occupational classification system of the United States Employment Service, which was the basis for the third edition of the Dictionary of Occupational Titles published in 1965.*

couldn't you have come up that way too? Having attained professional status, having made an enormous investment in time and education, and having attained certain salary levels, you suddenly are being asked to explore your work from a different point of view.

One must approach such a suggestion with enormous humility. I teach the systems approach to job design and manpower utilization, and this requires time and effort and willingness to look at new ideas and new approaches to things. Recently my boss got the idea that things were not going as well as they should. To make a long story short, IBM experts were invited in to analyze how well all of the paperwork was being handled, etc. The first the staff heard about it was when we were called into a meeting and confronted by the IBM specialists with their new equipment that does all kinds of things. They had charts, and they told us that if we were not disorganized, certainly we were not well-organized. They told us how much better it would be if we introduced dictating equipment which permitted typewriters and typists in remote areas to do this and that efficiently. Underlying the proposal, however, was the assumption that we would have to change our writing and dictating techniques, our relationships with our secretaries, and so on. You could look around the table and see all of the systems types like me shivering. Now the shoe was on the other foot: We were being told that here is a systems approach that we might well use but we would have to change the ways in which we were operating.

Having just recently been put through this experience, I approach this whole problem very delicately and with a great deal of humility. It is not easy, and exhortations—no matter how brilliantly phrased and presented—do not alter the situation that you have gotten where you are through a long travail of one kind or another. As normal human

beings, you will not easily give this up, particularly since very often the challenge involves changing many of your responsibilities and duties.

#### A MATTER OF DEFENSE IN THE LABOR MARKET

Another perspective which you have to consider in your explorations is the view from the labor market. There is a shortage of workers in your profession. Therefore you must find ways to develop the manpower you need. It is not from any feeling of philanthropy that you have to respond. It is because you have been successful—you have defined the need for your services and you have created the demand. You now must deliver. The reason you must deliver is that if you do not, that need and demand are going to be met in other ways.

In other words, people will present themselves as not 100 percent home economists but perhaps will consider themselves as 75 or 50 percent home economists because they have this or that related training. They will step into your shoes and into the vacancies that your success has created. In this way, a profession presumably can be undermined.

So, it is a matter of sheer defense, sheer business-like approach that you must deal with this situation in the labor market. All of you know what is happening to the nursing and teaching professions. If there are not enough college-graduate teachers to meet the demand, school systems are going to hire whomever they can get, including high school graduates. That's the way it is.



*Mrs. Cynthia Chee, left, a home economics teacher from Ewa Beach, Hawaii, and Mrs. Helen S. Barney, home economics consultant for the nutrition section of the Health Services and Mental Health Administration of the U.S. Department of Health, Education, and Welfare, Washington, D.C., are shown here with Dr. Sidney A. Fine, senior staff psychologist for the W. E. Upjohn Institute for Employment Research in Washington, D.C. Dr. Fine recently spent a year as a consultant to the International Labour Office in Geneva, Switzerland, assisting in the revision of the International Standard Classification of Occupations. Mrs. Chee and Mrs. Barney were members of the Workshop planning committee.*

## PEOPLE WANT "IN"

Another perspective to consider is that of the people on the outside looking in. There are members of minorities and disadvantaged groups—millions of them all over the country—who want into the mainstream of American life. We have taught through our Protestant Ethic that the way to do this is to get a job, pursue a career, prepare themselves, better themselves, and achieve independence and self-sufficiency. In the last decade or two, we have begun to make it possible for previously excluded groups to get "in." Monies are being appropriated; there are over 30, perhaps 40, pieces of federal legislation which acknowledge the need for bringing disadvantaged minorities and others into the labor force.

Each of us has a role to play in helping people get "in." We cannot give lip service to the Protestant Ethic on the one hand, and on the other hand say, "No, you cannot come in; you do not have this preparation or that preparation."

Some of us came in that way, it is true; we prepared and prepared, and then eventually we got a job. We cannot do this any longer. This is one perspective that we must change. We must find ways of employing these people and be serious about bringing them into our professions and industries. Having once given them some kind of entry job, we must provide them with training and then opportunities so that they can prepare for advancement within the system. What makes this change necessary is that these groups do not have the resources that most of us had. So we have to provide such resources if we mean business. All the talk about how my grandfather came over on the Mayflower, or was it my great-grandfather, and how he worked, cleared the land, and dug up all the rocks, etc., must stop. We are too mature, we are too sophisticated to continue to indulge in these kinds of stories. Anyway, most of the people we are talking about came here before we did.

## KEEP ORGANIZATIONS IN LINE

Another perspective is your organization. You all find yourselves in different kinds of organizations—industries, hospitals, food service organizations, Extension services, and others. These organizations have purposes. Sometimes it is a little difficult to find out what the purposes are, but if you look hard enough and think it through, you find that they really do have purposes. The thing more tragic than organizations not having purposes is that many of them give lip service to a purpose which is attractive

from a humane standpoint, but which they actually undermine, mostly by focusing on money. All of us have a battle with budget-balancers and their retinues, the accountants. If you do not make an attempt to find out what the purposes of your organization are and the extent to which the organization is organized to carry out those purposes, what happens quite inevitably is that budget-balancers and penny-pinchers take over. Their purposes become primary and ascendant, and then there is no money for new careers, auxiliary personnel, and for carrying out your objectives. What you find is that you as professionals are spending as much as 75 or 80 percent of your time doing what you think is work that others with less training could or should be doing.

I am talking about an endemic problem that exists everywhere, and one you must consider in one way or another. I suggest to you that each of you in your job has discretionary responsibilities, and it is part of your discretionary responsibility, in my opinion, for you to hold your organization in line from where you are in relation to its purposes—its ostensible purposes, its humane purposes. Otherwise, you cannot complain when budget cuts eliminate your jobs or do not make provisions for one thing or another. It is true sometimes that this means putting your job on the line, but these are the kinds of risks that must be taken in the nitty-gritty of this kind of undertaking.

## JOB DESIGNING DIFFICULT

Still one more perspective. I am on the advisory board of the Neighborhood Youth Corps in Washington, D.C. It is that part of the Corps that is attached to the Health and Welfare Council. This has been most interesting, because it is an experience in which I have come in contact with people of health and welfare agencies who ostensibly have a great interest in disadvantaged groups and problems of employment. It is to these organizations that we have sent Neighborhood Youth Corps youngsters. As you know, the purpose of the Corps is to give orientation in the working world to people who have not had such experience so that they can become effective workers. It seeks to stimulate the motivation to work and function in the mainstream.

When these kids come to these agencies, there is a whole routine. There is supposed to be definite work for them to do, definite supervision, definite training; they are supposed to have a chance to grow in their little situation—whatever it is. They are supposed to be made to feel that they are doing useful



work. Actually, almost none of these things happen.

The kids come back and report to us that they are used in menial work, and that they do not understand the tasks or where the tasks will lead. They are being used to bring coffee to senior workers and as buffers to meet emergency type situations, such as waiting on tables in food service situations.

I have found this rather sad feedback on this whole operation. It has pointed up the importance of some of the things that I have been talking and writing about concerning how you go about organizing jobs.

In regard to this last perspective of job design, you will not be able to meet your responsibilities or obligations or carry out adequate explorations in this situation unless you really get down to cases. Let me, if admonition means anything, say to you that this is a very difficult job. It is a painstaking job—this business of designing jobs for auxiliary workers if you do not have them at the present time. It is not only hard work, but also frequently is after-hours work. It is hard work because of the interaction you must have with other people in your own organization to create the job. It is hard work because of the emotional turmoil that you will have to go through in giving up tasks that you have already fit into your functioning in one way or another. It is a very, very difficult job, and you should not have any illusions about this.

#### **GUIDELINES FOR JOB DESIGN**

These are some of the kinds of things that you have to bear in mind when designing new careers for auxiliary personnel.

- The first thing is that the tasks that you describe for these people must have a purpose that will contribute to the overall purpose of the agency and more specifically to the purpose of the system. This must be clearly understood by you and by the person doing those tasks.

- Secondly, the organization of tasks must provide for a range of response in the individual so that he can see the opportunity for growth. There is a big difference between designing a job in which a person must fit in—a clot in a slot, to use Peter's phrase—and a job which involves some growth. The tasks must be organized so that a person can grow in a situation as well as contribute. The tasks must relate to the organization in the first instance and to the individual and his growth in the second.

- Thirdly, you must provide training. There is no use complaining about the caliber of the people that you are going to get. The challenge is going to be for you to see yourselves in the new roles, or in the

organization of new roles, giving training in these tasks; this means on-the-job training and also providing for off-the-job training.

- A fourth consideration is that you must design these tasks and these jobs so that the performance standards are clearly evident to the person in them and to you. This is necessary so that you can properly supervise and control the standards. This is going to be a real "toughie," because you do not have performance standards for many of your own tasks. This is another reason why this is a difficult emotional and arduous undertaking. You may suddenly realize that you are setting performance standards for auxiliary personnel, but that you are not even satisfying them yourself. This is a very shocking experience, believe me.

- A fifth consideration in this design is that your selection criteria for the jobs should be immediately evident. In other words, the qualifications you set for the tasks must grow out of the tasks. They must not be arbitrary things like a "high school education." This is nonsense. I say this quite flatly because you do not really know whether a high school education is required. Anyway, who knows these days what a high school education is? The important thing is to find out what the functional educational requirements for the specified tasks are in terms of language ability, mathematical ability, or reasoning ability; make them as realistic as you can; and do your selection with this in mind. Incidentally, if you are unable to do this, then you have not formulated your tasks adequately and you are not sure what you want the person to do.

May I add that both of these steps that I have just mentioned—the ability to set performance standards for the tasks so that you can supervise, and the ability to generate realistic training, educational demands, or qualifications—should indicate to you that you are on the right track in formulating tasks for these jobs.

#### **HARD WORK AND HUMILITY**

It is very easy to stand here before you and talk to you about these perspectives with regard to the design of new careers. I think the most important thing I have said is that this is an extraordinarily difficult job if it is going to be done right.

We have had some experience with this business of new careers in the past three or four years, during which this idea has developed momentum. Incidentally, when I say "new careers," I am talking about auxiliary personnel at various levels. Many people have approached this as a rather simple

undertaking. They have said, in effect, "Here we are up here up on top with masters' degrees. Great. All we really have to do is set up a job here for bachelor's degrees people and then a job here for high school graduate types." They have designated titles. "Here we are up here, *professional*, then we have an *assistant*, and then we have an *aide*." They have gone through their job descriptions to try to assign tasks for these various levels, and what they have ended up with usually is a job description which reads, "Assists, assists, assists, assists." On the bottom it says, "Carries messages," or something like that.

This is one way to do it. But if this is the way to do it, I do not know why you are here. It is a big waste of time and money; wherever it has been done this way, there has not been the least bit of success. It has been as phony as it could be and I have a whole valise full of data to demonstrate to you that this is so. Why doesn't it work? Because it doesn't show respect for everything that you already have put into bringing your organization and yourselves to where you are, and for the fact that you are coping with everyday problems, meeting demands, and are part of an organization in process. Changing this, bringing other people into this, requires changing a lot of things—the timing, contributions, and closing-out of a lot of other people's tasks. This is no simple matter. And it is really to this task that you are giving your attention.

One other thought. Again I go back to the experience of the last few years. Many attempts have been made to introduce new careers, and people have been hired and told, "You are in an entry job." They have been called "aides" and they have been given various experiences and things to do. They work there for two months, four months, or six months and nothing happens. No training, no promotions

occur although there might be a slight increment in salary. Then some of them say, "Well now, when do we start on our career?" Then they are told something to the effect, "Whenever you are ready, you know you can leave your job and we will give you a leave of absence. You can go to school and you can do exactly what we did."

Perhaps I am oversimplifying and exaggerating, but not too much. For example, in New York City just a few months ago, a large group of nurses aides who had been on the job for a long period of time were subsidized to leave their jobs and take training so that they could become practical nurses. What training did they get? Exactly the same training that has been traditional all along. There was no difference in the situation except that they were subsidized to go off the job in order to do this. There was no real change. They were not evaluated in terms of the experience they already had acquired, in terms of whether this met some of the conditions of the practical nurse situation. Did they have to take that full six-month course? Not at all; they just took the same traditional training. There was very little that was given up by the practical nurses—by the nursing profession. The only thing that was given up was money on the part of the taxpayer in order to subsidize them—which I have no objection to. The point is that the professionals and the profession itself gave up practically nothing. But already things are beginning to happen. People are organized in a couple of different organizations and are beginning to protest and strike, and I think quite rightly so.

So, you do not enter into this job easily and lightly. I do not think that you can master it or take care of it by some changes in an organizational chart. It is not that kind of thing at all. It is a very tough, difficult, and complex undertaking which must be approached with a great deal of humility.



# SHARED EXPERIENCES

## FROM PROFESSIONALS AND AUXILIARY PERSONNEL

At a symposium at the Workshop on Utilization and Training of Auxiliary Personnel in Home Economics, professionals and auxiliary personnel shared their experiences of working on teams to provide home economics related services. Excerpts from the symposium are presented here to illustrate on-the-job realities—responsibilities, training, recruitment, qualifications, and satisfactions.

### ► In Welfare

*Donald Schmid is consultant on community service for the Public Welfare Board of North Dakota. The Board employs Mrs. Elizabeth Hayward as a homemaker in Pembina County.*

**Mr. Schmid**—For this workshop, we will define "homemaker service" as a program designed to help keep families together and individuals living in their own homes during times of stress.

There are four main parts of homemaker service. One is the homemaker supervisor, the person who is responsible for the overall operation of the homemaker program—recruitment, training, establishing priorities, assigning cases, meeting with the homemaker on a regular basis, staff development, and other tasks in the overall operation of the program.

The caseworker has the responsibility for supervising the homemaker around the family functioning, around the social problems that a family might have, not around the homemaking skills themselves. That is more the responsibility of the homemaker supervisor.

The homemaker, as an employee of the county welfare office, meets with her supervisor and the caseworker on a weekly basis. The other part of the homemaker service team is the family. A family must request homemaker service before homemaker service ever goes into a family. It is the job of the caseworker who works with the family to help them request the service.

Homemaker service can be utilized in many ways. For example, the mother may be out of the home for several weeks because she is receiving extensive medical care, or she has to visit a relative who is quite ill, or perhaps she is receiving help with emotional problems at a state hospital. Homemaker service

might go into homes where there are elderly people who do not require extensive medical care. They might have to go to a home for the aged if it were not for a program like homemaker service.

Other times homemaker services have been utilized in homes where the mother, or both parents, are mentally retarded. The homemakers have taught the parents special skills in child care.

Change is often slow and may be very frustrating. But we have to consider our alternatives. If we do not try to help a situation change, we very likely are going to be contributing to one of the factors that may create generations of welfare recipients.

I would like to go through the process of what takes place when a family applies for homemaker service. First, the family must request homemaker service. A caseworker makes a contact with that family, describing the program and what the homemaker can and cannot do. The caseworker and the supervisor discuss the family in terms of whether or not it is a priority that a homemaker should go into the situation. If the answer is positive, the supervisor assigns a homemaker to the family, a caseworker discusses and describes the family functioning and situation to the homemaker, and the caseworker introduces the homemaker to the family and continues her casework contacts.

Recruitment of the homemaker is quite exciting. Our main method of recruitment is through news releases. We do not have an educational requirement for our homemakers. Homemakers are hired because of their knowledge, experience, and skill—not because of their formal academic background. There is not a written merit system exam for homemakers. There is an interview conducted by two people, one of whom must have a master's degree in social



*Mrs. Elizabeth Hayward and Donald L. Schmid*

work. The initial training is a 37-hour course conducted in the local communities with instructors from the locality.

**Mrs. Hayward**—In one of the first homes, I had a chance to teach the mother new recipes using her commodities. In another home, the mother was in the hospital for three weeks. I cooked meals for her seven children. I taught the oldest girl, who was 12 years old, how to cook, also using commodity products. The mother was very pleased when she came back from the hospital. She asked me for more recipes and how to use different sorts of commodities. A week later the daughter called me on the phone and proudly told me that she had baked a cake all by herself for a school party and it turned out just fine.

When one of my caseworkers asked me to start a sewing class for AFDC (Aid to Families with Dependent Children) mothers and others, I didn't think I could because I was not a professional seamstress. But he asked me to try and referred me to the Extension home agent who had books, leaflets, pamphlets, and posters for me to use.

Eight women came to the first meeting that I had at my home. I was so happy that I forgot what to say. It was a good thing that I had posters and other materials that they could read and take home.

One woman learned to sew on a button—something she had never done before. Another could not make a knot at the end of her thread. They did very well and learned quickly. They made slacks, shirts, blouses, braided and crocheted rugs, hemstitched and embroidered towels, and pillow tops. They made over old clothes, hemmed skirts, and made Christmas gifts from things that were left over.

## ► In Extension

*Mrs. Elizabeth Grant is an Extension home economist at the University of Nebraska. Mrs. Mary Hall is Extension home economist in Douglas County, Nebraska, where Mrs. Sarah Andrade works as a program aide in the expanded food and nutrition education program.*

**Mrs. Grant**—We represent the Cooperative Extension Service's expanded food and nutrition education program. This is a program that is relatively new to Extension in Nebraska.

**Mrs. Andrade**—We had a training session where they trained us pretty well. I called it a drill session. We still have weekly classes which I think are very good because we don't teach a homemaker how to make something if we don't know how to make it ourselves.

We go into homes of low-income families and help them with their food and food budgeting. We also take them to other agencies, such as the food stamp office, or, if need be, we even try to get them on welfare.

We have classes for groups sometimes every other week. This is where our homemakers that we work with individually come. We try to get them to bring a friend along. We show slides and charts, and we cook a low-cost meal.

One of the most important things to me is that you really have to like people in order to work with them. If they don't have confidence in you, you might as well just go home because you are not going to get anywhere with them.

One of the problems we had to begin with was that they associated us with welfare. Therefore, they thought we were checking on them. We had to do a lot of convincing and say, "No, we are not here checking on you." Then they wanted to know how much our service cost. We had to explain to them that it didn't cost anything. They couldn't understand why they were getting something for nothing.

**Mrs. Hall**—Sarah didn't mention it, but she is bilingual. Her Spanish is very helpful. She is of Mexican heritage and works with quite an assortment of families that we would not be able to reach otherwise.

We had a policy that we should recruit or employ aides who were well versed in the ways of low-income families. Upon questioning, we found that there was not one of those whom we employed who did not know what actual hunger was. But the key to what seems to have been a very successful program is that our aides were not just ordinary aides who knew what poverty might be. To use Maslow's theory of a hierarchy of needs, the aides are above the level of having to satisfy their basic needs such as hunger. They all have that missionary spirit that is very important to reach people, and an attitude that Sarah mentioned of liking people.

*Left to right: Mrs. Mary Hall, Mrs. Sarah Andrade, and Mrs. Elizabeth Grant*



Another thing that has helped us considerably is that after recruiting, screening, and employing the aides, we trained them to the best of our ability. The training program was set up by the Federal Extension Service. After giving this training, we felt that we had every reason to have confidence in the aides. And they have justified our confidence.

During our initial training program last February, I asked the aides, "Do you really think that you can get something done that I couldn't?" One of our Indian aides replied, "Yes, Mary, they wouldn't even let you in the house." When I asked, "Why?" she said, "Oh, because of the way you wear your hair and the shoes you wear." So if I would be screened out at the initial point of knocking on a person's door, I think we can realize how valuable our aides are. They are not a substitute for us by any means, but they are accomplishing things that we couldn't.

Our program is a three-way program of going only to the homes of those who have need, trying to help the families feed themselves more nutritiously, and helping them prepare food more economically after they purchase as economically as possible.

## ► In School Food Service

*Marie Penner is head of the department of institution management and director of the school food service manager's short course at the University of Nebraska. Mrs. Donna Parker is manager of the cafeteria at East High School in Lincoln.*

**Miss Penner**—Institutions are serving families more and more and are doing things that we used to think were family responsibilities. Home economics thinking has to expand and fit into an institution family.

A number of years ago, the University of Nebraska was asked by a number of businesses, schools, nursing homes, and hospitals to help in training personnel.

Since the University is a land-grant college which has responsibility to the people of the state, our department of food and nutrition decided to offer a course in food service supervision without any educational requirements and without any college credit. The course was taught under the University's department of food and nutrition, but we worked closely with the home economics education faculty, Extension specialists, and people in the business area. Our students were on-the-job people who were sent by the different organizations that had requested help. The only requirement was that they were working as food service supervisors.

In Omaha, the program is entirely under Home Economics Related Occupations (HERO) funds.

We also will have a course at the high school in Lincoln that will be sponsored by HERO funds.

We have 12 other classes going on in the state that are primarily for nursing home and hospital personnel. However, since they are sponsored by federal and local funds, any food service worker may go to these classes. They are still under the 90-hour requirement and very closely follow the outline established by the American Dietetic Association (ADA). The classes are taught by ADA members.

The State Department of Education asked if we would set up a curriculum for accreditation of school lunch workers, especially managers. We worked out a three-year curriculum with representatives from the State Department of Education—including both home economics and school lunch personnel—and representatives from the health department, local school systems, and the University departments. This curriculum was started three years ago and this summer we had our first graduates. Each year the students receive a certificate from the University indicating that they have attended this class. At the end of three years, the State Department of Education gives them their creditation.

**Mrs. Parker**—I started out as a worker, became an elementary manager and assistant high school manager, and since three years ago have been the manager of one of the four high schools in Lincoln.

We serve approximately 1600 students daily. I am directly responsible to our food service director. She has two consultants who go to the schools and help the managers with their problems and anything else that might come up. We receive menus from the food service office, usually six weeks in advance, that fulfill the requirements set up by the U.S. Department of Agriculture.

As a manager, I am responsible for training other women. Most of them are housewives who have gone back to work after their children are in school. They are not trained to use institution equipment and our large quantity recipes, so it is important that I have a knowledge of the equipment and menus.

## ► In Education

*Martha E. Artist is supervisor of homemaking education for the Omaha Public Schools in Omaha, Nebraska, where Mrs. Geraldine Harris is an adult homemaking instructor and Mrs. Kay Luc is a nutrition and consumer education aide.*

**Miss Artist**—The Vocational Education Amendments of 1968 opened up new avenues that made it possible to develop an innovative program. After much staff consideration and discussion with other

agencies and educational divisions, we decided to try a new approach. With Mrs. Harris, we planned a program to orient and train people to help with nutrition education and consumer education in various neighborhoods, conducting both group meetings and individual discussions in homes.

**Mrs. Harris**—In order to organize the class for nutrition and consumer education aides, we phoned the women who had volunteered to assist the teachers with Head Start activities. They all understood the problems confronting us: (1) to help mothers plan nutritious meals for their families; (2) to help mothers evaluate and spend the family's food dollar wisely; (3) to help mothers learn new techniques in food preparation; and (4) to help mothers better understand how to guide their children in developing positive attitudes toward meal time and food.

We had 10 women enrolled in the first class. After attending class twice a week for several weeks, five of the ladies decided that they would rather not accept employment in the community as nutrition and consumer education aides. They all agreed that they were receiving much information about nutrition and consumer education that they had not been aware of, but they felt that they were not ready to meet the public at this time.

**Mrs. Luc**—Probably you are familiar with this "Guide to Good Eating." As you notice, each of the four food groups is designated by a different color frame. I go into the homes and we cut strips of paper to represent the foods the family is eating. We put the strips in each individual section and notice which food groups are neglected. This is how I determine how the family needs to improve its diet. The guide tells us how many servings of the milk, meat, fruits and vegetables, and bread and cereals groups each family member should have each day.

**Mrs. Harris**—We had a little plan to lower food bills: (1) read the ads; (2) compare prices; (3) plan the menu, taking time to plan it around the meat specials that you purchase; and (4) shop wisely.

I had a class teaching AFDC mothers consumer education. One day after having come to class for many weeks, one lady came in beaming. I said, "Mrs. Jones, what is the matter with you today?" She said, "Well, I am very, very, very happy because I have

been on AFDC a long time, and this is the first time since I have been on AFDC that I am at the end of the month and I have money left over. In the past I have had to borrow from my family and friends in order to feed my family. I have been doing everything that you said, and I have money left over."

## ► In Household Employment

*Mrs. Donna Kennedy, a registered nurse, is the teaching coordinator of the Homemaker Service Demonstration Project being conducted at Kansas State University. Mrs. Juanita Herman is employed as a household aide by the Shawnee County Social Welfare Department.*

**Mrs. Kennedy**—Our project is one of the experimental and demonstration projects under the National Committee on Household Employment. It is one of the seven demonstration projects in a national pilot program to train household workers and to develop, promote, and elevate the status of household-related services.

Our project is directed toward the mature woman—the woman 35 years and older. We are interested particularly in the woman 45 to 65 years of age. We found that this woman has had many experiences raising her own family; she has many homemaking skills and an understanding of human relationships. But she is in need of retraining for some homemaking skills, home management, and personal care of others.

During the first year of our project, we trained 59 women from throughout the state of Kansas. We did this in 10 training sessions. Many of our trainees were untrained, unemployed, or underemployed. Many lacked feelings of status, dignity, and self-worth. During the second year of our training program, we have as our objective to train a minimum of 48 women, to hold refresher courses for our previous graduates, and to hold a supervisor's workshop for homemaker supervisors.

Of the 77 trainees who have gone through our training program thus far, 42 are working as homemakers, 13 are employed in related areas of work, 2 are employed in other jobs, and 19 are unemployed. They are unemployed for various reasons: health; family situations; and because our program is not limited exclusively to the low-income, we have people who have taken our training who plan to work in the future but whose situation now does not make it necessary for them to work. We have had only one dropout.

Our training program has three objectives. The first is to help each trainee develop the necessary skills, personal qualities, and understanding that will

Left to right: Mrs. Key Luc, Martha Artist, and Mrs. Geraldine Harris



enable her to assume full or partial responsibility for managing a home, at d/or assisting an individual or family in periods of stress or crisis. The second objective is to help each trainee develop a feeling that, as a homemaker, she is an individual of worth and can feel a sense of pride and dignity in the services that she is able to render to families. Thirdly, we want to help each trainee become aware of the important function of homemaker service in our society.

The unique feature of our training program is the in-resident training which affords the opportunity of group living. We found that group living is an excellent learning experience for our trainees and an experience that can be related directly to their work with other people and families.

A graduate of our training program is trained to assume full or partial responsibility for a family in time of illness or other crisis or emergency. She may do housekeeping tasks, but her primary function is to maintain and strengthen family life.

The graduate of our training program can function most effectively when she is working as a member of a team with the supervision of a professional and the support of an agency. Working as a team member in an agency, she enjoys the same kind of career ladder advantages as other professionals in the agency.

**Mrs. Herman**—The duties and responsibilities of a homemaker are about the same as those of any mother or homemaker. The only difference is that we feel a little more responsible because we are dealing with people other than our own families.

The homemaker supervisor works with the social worker and the welfare board. The client has to make application for help through the social worker. It is then passed upon by the board. The supervisor and social worker plan a schedule; the supervisor assigns us written work, hours to be spent with a certain family, and our duties while there. We do have time in the office to have a private conference with our supervisor to discuss what can be done if there are problems in the home. We also have the privilege of calling her any time if we are out in the homes and need advice.

I like this work very much because I like people. Sometimes one can become very depressed over their problems. It is hard not to sympathize with them, but you don't want them to know that you are feeling sorry for them.

We are taught to do the things for our clients that they are unable to do. We learn to be a friend and helper, not a maid. We also do not deprive them of their self-respect. All of my clients appreciate the things that I do for them. I wish I could do more.

## ► In Institution Administration

*Betty Jean Yapp is a dietitian in the Lincoln General Hospital in Lincoln, Nebraska, where Mary McGimpsey is a food service worker. Mrs. Erva Sharp is food service supervisor at Bryan Memorial Hospital, also in Lincoln.*

**Miss Yapp**—Dietitians have used aides and supervisors for a long time. We found out long ago that there were not nearly enough dietitians to go around. Hospitals and food service areas that employ dietitians were always short-handed, and this meant that we had to train people to help do some of the jobs that were probably done better by them than by the dietitian.

Most of our training differs from the types of training that you heard about earlier in this symposium in that most of our training is in-service or on-the-job training.

Mary McGimpsey will tell you a little about the job that she does as a food service worker. Then Erva Sharp will tell you about what she is doing as a food service supervisor and about the kind of training that she has had.

**Miss McGimpsey**—The orderly brings down diet lists by six in the morning. The dietitian has checked the patients' menus the day before. If it is a special diet, I will circle it. Then I get the special diets and the dietitian checks them for me.

On the holder I put whatever kind of diet it is and the silverware which is already wrapped from the night or meal before. We also put a saucer and coaster on the tray and the menu for the next day.

When they make changes in menus, I get them ready and take the trays to the floors. Then we clean our stations, wrap silverware, and fix the condiment holders for the next meal.

**Miss Yapp**—On weekends when we have only one dietitian on duty, Mary also is our assistant who is responsible for checking a selected menu for a modified diet. She checks it only for breakfast and the dietitian checks it for the rest of the day. We have selective menus for all of our patients so there is a choice that she has to make.

**Mrs. Sharp**—I have been at Bryan 12 years. I started out in special diets and worked up to working relief for the dietitians. Now I am the supervisor for the cafeteria and the coffee shop. We feed about 1200 a day in the cafeteria and I don't know how many in the coffee shop.

I do my own hiring, firing, and food ordering for the menu that is written on a two-week cycle. In other words, I take care of my own. If I have anything left over, that's my problem. I have to take care of it; it cannot be wasted. I also write special diets on the weekend because then I am in charge.



*Dr. Mildred N. Jordan (left), director of the School of Home Economics at Virginia State College; Mrs. Orlan B. Captain (center), chief project nutritionist for the Omaha-Douglas County Health Department, Omaha, Nebraska; and Mrs. Jane U. Norwood (right), chief of the homemaker services section of the North Carolina State Department of Social Services.*



*Mrs. Chlo S. Reinwald, state supervisor of home economics education in Arizona and chairman of the Workshop planning committee, with Dr. Victor A. Christopherson, professor and chairman of the division of child development and family relations in the School of Home Economics, University of Arizona, and a planning committee member.*

## CURBSTONE CHATS

The between-session breaks gave participants at the AHEA Workshop on Utilization and Training of Auxiliary Personnel time for lively "curbstone chats."



*Milton W. Elert, manager of advertising, sales promotion, and home service for the Michigan Consolidated Gas Company in Detroit, with Mrs. Lucille H. Storer, teacher consultant for the Hammond Public Schools in Hammond, Indiana. Mr. Elert spoke at the opening session on the topic of "The World at Work."*



*Geraldine Smith (left), director of the human resource development programs of the Anne Arundel County Community Action Agency in Maryland, and Ella B. Stackhouse, urban home economist and supervisor of nutrition education programs in Kansas City, Missouri.*



*Mrs. Margaret F. Clark, consultant on short-term training, Rehabilitation Services Administration, Social and Rehabilitation Service, U.S. Department of Health, Education, and Welfare, spoke on "Ways of Working with People" and "Ways and Means of Communications."*

All Workshop photos by Dick Dede, Department of Information, College of Agriculture and Home Economics, University of Nebraska.



*Mrs. Jessie P. Brooks (seated left), member of the Workshop planning committee and home economist at Federal City College in Washington, D.C.; Mrs. Milton K. Trimble (standing), member of the committee and project director for the National Committee on Household Employment, Washington, D.C.; Mrs. Cecilia S. A. Bowen (seated center), executive director of the Household Employment Association for Re-evaluation and Training (HEART), Philadelphia; and Dr. Irene Beavers (seated right), Workshop consultant and associate professor of home economics education at Iowa State University. Mrs. Bowen was one of the dialogists on "Societal Needs to Be Served Through Auxiliary Personnel."*



## SOME ASPECTS OF LEADERSHIP

Margaret F. Clark  
Consultant  
Short-Team Training  
Division of Training  
Rehabilitation Services Administration  
Social and Rehabilitation Service  
U. S. Department of  
Health, Education and Welfare  
Washington, D. C.

The Monday afternoon and Tuesday morning sessions of the Workshop were experiments in participative learning, designed to explore and highlight leadership as a facilitating or helping role. Both sessions focused on human relationship as the key to understanding problems in communication.

A "demonstration team" provided a bridge between the speaker and the audience in the afternoon session. They served as "actors" in role plays and as "reactors" and collectors of audience reactions to the role plays.

The second session relied on direct communication between the floor and the platform. Although this was of necessity limited, the pattern of participation which had been established the previous afternoon carried over.

This article is a rewrite of the tape transcriptions and attempts both to describe the process and report the key issues which were highlighted.

### I. WAYS OF WORKING WITH PEOPLE

This session of the workshop departs somewhat from the issues involved in the utilization of auxiliary personnel which are tackled directly in other sessions. It also uses a somewhat different format. However, it may not be so different after all when we put it all together.

One stated objective of the workshop is "to provide direction for conferees in assuming leadership." It is the issue of leadership that we will be dealing with here. Since valid leadership is the exercise of various functions directed toward helping people, we will focus our attention on some aspects of the helping process. They are applicable, I believe, whether the function is helping a student to learn a new skill or helping a professional to work effectively with an aide.

In every instance the helping goes on between people. The key to the helping process is the helping relationship. Since relationship is key to the process, we will attempt a format in which human relationship may exist and not simply be talked about. "Participation" and "involvement" are magic words these days. Today we are being invited to participate together, to be involved in each other's learning as we explore some ways of working with people. To the extent we succeed in participative learning, this afternoon will be an "educational happening."

Participation and leadership are not mutually exclusive. Leadership, we said, is the exercise of a variety of functions. That should be quite evident this afternoon for we have a team of volunteers who are participants like the rest of us. However they will participate in a special way, by demonstrating through role playing some facets of a helping relationship. But, and this is important, they will not be doing your learning for you. Everyone will be given something to do from which he may learn. My task is to be stage manager of our learning efforts. Together we will be involved in a mutual learning enterprise. That is: participation for the sake of learning about the exercise of leadership, and leadership for the encouragement of participative learning. To the best of our ability in a group of this size and a room of this shape, we will try to do what we are learning about.

The core of the helping process, we said, is the helping relationship. One person is helping another to do something he wishes to do: to learn, as with a teacher; to improve job skills, as with a supervisor; to come to terms with himself, as with a school counselor; or to reconstruct his ego, as with a psychotherapist. In all instances the objective is that the person "helped" develops his own greater strengths, his own greater capabilities. Thus defined, the leadership role is a facilitating one rather than a directive one as in advice-giving. It therefore requires the establishment of a climate of trust and the acceptance of a mutual responsibility.

This is not a simple matter for human interaction. It is complex. Take the matter of "communication." We often appear to assume that communication is a matter of words only. We seem to forget or fail to take into account how much of our communication takes place by facial expressions, gestures, body postures, tone of voice, tempo of speech and the like. Even the words themselves carry more than the dictionary definition. Behind them there are preconceptions and assumptions. When these differ and are not brought out into the open, confusion rather than communication will likely result.

Confusions may arise for instance, because of different reference groups, sometimes called "hidden committees." These may be family or sectional differences or identification with one's own particular in-group and its assumptions about what is important, what is standard or expected behavior. The important thing to remember here is that it is such referents and not the dictionary that really determine the way we use certain words.

Confusions may also arise when the real message is conveyed by the tone and not really by the words at all. We are all familiar with this phenomenon. One person says "I haven't seen you in a long time" and the message I hear is "I've missed you." Another saying the same thing comes through to me as condemnation; I feel that I am being faulted for not having been seen.

One of the basic skills involved in this facilitating leadership is the skill of listening behind the words themselves. For the next little while we are going to be working on our listening skills. Our demonstration team will do a role play for us. Each section of the audience will listen for a particular set of subtleties. Section one will listen



to the words, ideas and issues, but listen beneath the words to see if you can detect the assumptions, preconceptions or prejudgment of the role player. Section two will be particularly attentive to tone and tempo, try to pick out any evidences of confused or crossed communication where a role player says one thing but his tone conveys a different message. You may also be able to pick out instances when the tone of voice or the tempo of speech over-rides the words entirely. The third section will watch for non-verbal clues, facial expressions, bodily attitude or posture and try to assess their effect on other role players.

There followed a role-play of a sub-committee of parents, teachers, etc., preparing a report and recommendation to the school board on the controversial subject of sex education with role players given various roles designed to bring out the controversy. Reports were then received from the three sections. In summary, section one reported that the role play demonstrated that sex education is a problem, but apparently a different kind of problem to "the different groups of people represented, from the parents, from the school, from the community." The second section observed "the assumption was made that the school is really in charge of sex education, and another assumption was that teachers are (or aren't) prepared to teach sex education." The section observing non-verbal clues reported: "She had a look on her face that said, 'I believe this way and you aren't going to change my mind'" and "the teacher, the principal and the pro-parent all shook their heads (affirmatively) nearly all the time they were talking. And the other parent shook her head this way (negatively) quite a bit of the time." The general conclusion was that the role play had provided a good illustration of the complexities of human interaction.

To review briefly, we began by tying our leadership responsibilities to a helping process which we asserted occurs in a human relationship based upon open and accurate communication and mutual responsibility. Then we looked at a simulation of a familiar situation: What may happen when a group of concerned people, each of whom has a different way of perceiving the issues, attempt to reach a mutually satisfactory agreement. As we reflected on our observations, we were able to identify some major barriers to accurate and helpful communication. Although we did not discuss it, we may also have identified individually our strengths and weaknesses in listening skills.

Now we are going to observe another role play. This one is focused on giving and receiving help. Our two role players are an "aide" and her "supervisor." Each half of the audience will observe the role player who is seated on that side of the stage. Your assignment is to try to identify with her, empathize with her position as the situation unfolds.

The situation is a simple one. This is an interview between supervisor and aide occasioned by the fact that the aide has not been keeping up with the routine record-keeping tasks of the office.

The role play was allowed to run until the stance assumed by each role player was clearly enough developed for her feelings to be identifiable. At that point the players were asked to reverse roles and participants asked to continue to observe the same person as she played the new role. In the reporting session, participants described in detail the behavior and feeling tone of the players in each role. Participants appeared to

be more "critical" of supervisors' behavior and be more "sympathetic" with the aides in both role plays. Unfortunately there was no time to examine this phenomenon in relation to the assignment to "empathize" with one player regardless of which role she was playing. Nor was there time to analyze the behavior manifested by the "supervisor" to identify what was helpful or hindering to the "aide."

In closing the afternoon session, let us note again that the helping process requires skill in listening. I believe we have again rediscovered how difficult accurate, empathetic listening can be. I would hope that this would not be an occasion to berate ourselves that we missed some cues that others picked up. I would hope that instead we would regard our listening skills as always inadequate to the task and always in need of further development and so set ourselves to a stance of continual learning and refreshing to these skills.

In addition to listening skills, the helping process requires an atmosphere of trust. In fact the two are very closely inter-related: where there is trust, listening is more accurate; where there is empathetic listening, trust forms. In this last role play, we began to see some effects on the aide which we associated with the climate of the relationship. Although we did not speak of trust as such, I believe if you think back on the action you will be able to identify points in which there was no trust and other points where you could identify some evidence that trust was beginning to form.

Finally I want to say again what I said in the beginning. I do feel strongly that mutuality is the key to establishing a helping relationship. Help is a mutual enterprise, a joint problem-solving endeavor. I am sorry that the nature of our assignment here today precluded our joint identification of areas of help needed in working with people. Nevertheless, I hope that mutuality of this enterprise has been evident here this afternoon.

## II. WAYS AND MEANS OF COMMUNICATING

Yesterday when we were exploring ways of working with people, we actually focused considerably on communication as an observable manifestation of the helping relationship. I have found over the years that it is quite difficult to separate training in human relationship skills and training in the communication process. Thus, although our two sessions have different titles, both can be said to deal with aspects of leadership.

No session on communication would be complete without the parable of the blind men and the elephant. Here it is in verse:

It was six men of Indostan  
To learning much inclined  
Who went to see the elephant  
Though all of them were blind,  
That each by observation  
Might satisfy his mind.

The first approached the elephant  
And happening to fall  
Against his broad and sturdy side,

At once began to bawl  
"God bless me but the elephant  
Is very like a wall."

The second feeling of a tusk, cried  
"Ho, what have we here  
So very round and smooth and sharp?  
To me 'tis very clear  
The wonder of an elephant  
Is very like a spear."

The third approached the animal  
And happening to take  
The squirming trunk within his hand  
Thus boldly up he spake,  
"I see," quoth he,  
"The elephant is very like a snake."

The fourth reached out an eager hand  
And felt about the knee.  
"What most this wondrous beast is like  
Is very plain" quoth he.  
"Tis clear enough the elephant  
Is very like a tree."

The fifth who chanced to touch the ear,  
Said "E'en the blindest man  
Can tell what this resembles most,  
Deny the fact who can.  
This marvel of an elephant  
Is very like a fan."

The sixth no sooner had begun  
About the brast to grope  
Than seizing on the swinging tail  
That fell within his scope  
"I see," quoth he, "The elephant  
Is very like a rope."

And so these men of Indostan  
Disputed loud and long,  
Each in his own opinion  
Exceeding stiff and strong.  
Though each was partly in the right  
They all were in the wrong.

I often envy these blind men. They have an excuse for their "selective seeing" which I don't have. Yesterday we were considering this screening process or "selective seeing" or "selective hearing." It is a phenomenon that we are usually quite aware of -- in the other person. Let's look at it again:

The following comments were illustrated by a street scene in which the clues to personal selectivity were sketched as they were mentioned.

Here we have a street scene. Suppose I was rushing along in my absent-minded way and suddenly remembered that I hadn't cashed a check for my shopping spree: what might jump out at me in this scene is this sign, BANK.

Or suppose you were rushing along to get your shopping finished and suddenly remembered you had promised to meet your husband for lunch at noon: you might suddenly see this CLOCK with hands pointing to 12:15. Oops, late again!

Now, what about you men? Suppose you were strolling back from lunch. Is it possible that what you notice might be this MINI-SKIRT?

The scene was the same. The seeing was selective. Each of us 'saw' what our circumstances predisposed us to see. We were just as selective in our way as were the blind men.

Let's look now at another aspect of communication. To do this we will play a little game.

In the first part of this experiment, the speaker described as carefully as possible a drawing which the audience could not see. Participants tried to reproduce the drawing from the verbal description. There were no questions and no repetitions. The audience was then shown the drawing. Approximately 10-12 persons had drawn it correctly.

The second part of the experiment consisted of a similar task except that questions were allowed and responded to. A large majority of the group had reproduced this drawing accurately, but the time required was considerably greater.

In addition in the latter experiment, one great gap in communication occurred when different reference points were assumed by the speaker and the questioner. After considerable interchange at the end of the experiment, it finally emerged as: "The problem was that when I was referring to the top line of the second box, you heard me as referring to the top line of the first box." Chorus of voices: "That's right!"

So we were working on the differential effects of one and two-way communication. We saw that the former was more economical of time and the latter was more accurate. But we discovered something else too -- how angry it makes us when communication breaks down -- and how we tend to assign blame! Let me suggest that we also illustrated how further two-way questions and answers were needed to discover that the 'culprit' was a referent without a fully described object, and thus to close the gap and reduce the blood pressure!

Here was shown a sketch which was identified by a participant as the "side view" of the auditorium in which we were working.

The construction of this auditorium makes an assumption that communication in this place shall go from here (platform) to there (seats) -- and perhaps that this is the normal arrangement for people learning in a workshop: someone shall talk and the rest will listen and take notes.

You remember how we had to use some of our demonstration team yesterday to collect your responses in order to use a different form of communication for our learning.

For a contrast, look at the sketch of the front of your conference packet. That sketch implies another pattern of communication: people seated in a circle reaching out toward the center and thus toward each other.

Here is a familiar picture (shows an organization chart). This branching of responsibilities which this illustrates affects communication. Messages can move in all directions from the top, but tend to become screened and limited to those messages directly affecting the receivers. Thus, the further the organization box is from the top post, the smaller the message. Those of us who work in such organizations also know that the messages that go back up the line are even more reduced in scope. We can infer that certain assumptions about appropriate communication have been made in the organizational structure that this chart represents.

Let's look at another picture. It is intended to highlight some distortion factors that may occur in communication between two persons.

The sketch shown consisted of two heads in profile facing toward each other with shaded areas within and between the heads representing the distortion factors discussed.

In summary this says the sender sends a message which the receiver receives and to which he may respond with a message of his own. For this interchange to occur the message must pass through three areas in which distortion may occur.

First, there may be distortion between the message the sender intends to convey and that which he actually says. In our experiment of drawing boxes, I intended to convey the idea: "top line of second box." What I actually said was "top line." My message was distorted by omission of a portion of the total idea as I "saw" it in my mind.

Secondly, there may be distortion between what was said and what was received. This can occur because of external or internal factors.

It is possible that I could have said "top line of second box" just as your neighbor dropped her notebook so that the sound waves "of second box" were covered by the reverberation of the notebook hitting the floor.

Or, the message might be distorted by an assumption made by the receiver. We identified some assumptions made by the role players yesterday. To use today's boxes as an illustration, the receiver might have been still concentrating on drawing the first box and simply assumed that "top line" was part of the set of directions for drawing box number one. In that way, the second half of the message could have been lost.

We do not have time to treat each of these filter systems in detail. Even in this over-simplified form it is evident that much distortion can easily occur. One is sometimes tempted to give up trying to get a message through, but let's look at it another way. Remember how important we

found the process of open questioning and mutual investigation to be in working out the problem in communication that arose over that "top line."

There we had the great advantage of having all who were involved in the confusion present for working out a mutually agreeable solution. This is not always the case. Sometimes all we have is the message, or what we think is the message, and not the sender. Nevertheless the receiver can conduct an internal inquiry that can help open up blocked or distorted communications. I would like to close by giving you some questions that may help this process.

Your first question is "Who says it?" Here your task is to understand the speaker in his context, in relation to his "hidden committees," his role, his relation to the message.

Your second question is "What was said?" Here your task is to look at the message itself, making an effort to understand it in its own terms free from any distortions your own internal filter might invite.

Your third question is "What did he mean?" Here your task is to go behind the message itself to what it might mean to the speaker. Remember that the key to meaning lies not in the dictionary but in the speaker.

Your final question is "How did he know?" Here your task is to weigh the probable validity of the message.

So our final word on communication is a question. The end of our story is where we began: "When in doubt, ask!"

## NEW CONCEPTS FOR HOUSEHOLD OCCUPATIONS

Uvelia S. A. Bowen  
Executive Director of HEART, INC.  
Philadelphia, Pennsylvania

### INTRODUCTION

Household employment is the third largest occupation for employed women. It is also the poorest paid. Yet among the numerous programs being launched to arrest, and hopefully to eradicate poverty, there is no significant blueprint for action aimed at upgrading this occupation to an ECONOMIC level of decency and dignity.

What is the nation's responsibility to the thousands of women engaged in the occupation who have no united voice to speak for their rights.

This is a social and national problem depriving thousands of depressed people of human dignity and a fair distribution of material comforts.

It is this very depriving of thousands of people that will lead me to discuss the need for new concepts for the occupation of household employment. Very briefly, the concepts - old or new, however we may view them - which I will discuss today will be as follows:

- I. New Concepts for Value Rating of the Occupation
- II. New Value Rating of the Citizens Who Are Already Employed in the Occupation and of Those Whom We are Seeking to Attract
- III. New Concept of Total Economic Upgrading for Those Working in This Occupation
- IV. New Concepts in Recruiting, Selection, and Training for Household Employment
- V. Who Shall be the Trainers?
- VI. Job Development, Placement and Follow-up Counseling

Therefore, I would like to begin with the first concept necessary for solving the dilemma which America finds itself in today regarding the occupation of household employment

To solve this dilemma, we must identify and address ourselves to the characteristics which must be changed. In order to achieve respect for persons engaged in the occupation, attitudes must be changed. This means developing a major shift in value rating of the occupation by the total society.

### I. NEW CONCEPTS FOR VALUE RATING OF THE OCCUPATION

There is a universal low status attitude towards this occupation, both conscious and unconscious. The occupation is among the poorest paid, therefore, those who work in it do not earn a fair wage for a fair day's work. These citizens are working but are the victims of exploitation. Household workers are exploited along with hordes of other poorly paid laborers and migrant farm workers, without whose dedicated service and untiring efforts life in our society would be much less comfortable.

It is evident that society must overhaul its attitudes. It simply requires that we accept drastic changes in both attitudes and structure, including our economy.

It appears to me that a major step in this overhauling is to dignify ALL labor. The signs are more hopeful today that we can expect a change of attitude towards various occupations in the future.

Let it be, if a man wishes to remain a laborer, a porter, a mechanic, a clerk, or a member of any of the less formalized occupations, we must not take away his right of choice.

There are millions of people who are more secure in jobs which require manual labor skills. Let us hasten the day when these citizens will feel a sense of belonging in society.

There is a need for more importance to be placed upon the housekeeping vocations. ALL youth need to be taught respect for and given counseling and guidance in these areas.

This is a touchy subject with the disadvantaged, especially the minority groups. There is justification, because we are fully aware that past experiences with vocational education have been a deliberate attempt to relegate the minority groups, especially the Negro, to the category of physical labor.

I can assure you if we are gathered here today with the hope of attracting young people into this occupation, there must be a New Value Rating by the total society of this occupation.

#### II. NEW VALUE RATING OF THE CITIZENS WHO ARE ALREADY EMPLOYED IN THE OCCUPATION AND OF THOSE WHOM WE ARE SEEKING TO ATTRACT

As I have moved about the City of Philadelphia engaging in research for more than 15 months in the development of my project, many of my friends and colleagues have been very candid with me--they are skeptical. They have said, "You cannot do anything with these women, they are elusive, undisciplined, lazy, dirty, and incapable of training and upgrading. They do not wish any better. They want to live the way they live."

I believe that the best way to combat an attitude of inferiority, insecurity or laziness is to create a pattern of wanting to be useful. If we are successful in helping the women engaged in this occupation, who lack initiative, to cultivate a feeling of self-worth and value to society, it is safe to believe that we will reap a harvest far beyond our wildest dreams towards establishing an attitude of usefulness in their future generations.

#### III. NEW CONCEPT OF TOTAL ECONOMIC UPGRADING FOR THOSE WORKING IN THIS OCCUPATION

In order to begin work in solving this problem, HEART, INC., held a conference on the Status of Household Employment last January 25. The following were among recommendations brought forth at the conference.



The conference recommended that:

1. Household employees be included in:
  - (a) FEDERAL MINIMUM WAGE LAW
  - (b) WORKMEN'S COMPENSATION ACT
  - (c) VARIED GROUP HEALTH INSURANCE
2. Household employees receive:
  - (a) A MINIMUM WAGE OF \$2 PER HOUR
  - (b) OVERTIME PAY
  - (c) SICK PAY
  - (d) PAID HOLIDAYS
  - (e) BUSINESS LEAVE
3. The HEART, INC. Plan of a 7 HOUR DAY and MINIMUM WAGE of \$15 per day be supported
4. The HEART, INC. Day Care Group Homes Plan be supported by the community

WHO WILL TAKE CARE OF MY CHILD - OR RELATIVE?

This is one of the most serious deterrents to women entering training and/or working after graduating

The agency has been unable to place some women at their maximum requested job capacity because of lack of day care services for their children or relatives

Some women now working three days a week would work five days if they had suitable day care provisions for their dependents

In brief, the objective of this program is to develop neighborhood-based day care services on a "self-help" basis with emphasis on parent involvement and home-life situations.

5. SOCIAL SECURITY be paid by employer and employee
6. A program be developed by the Internal Revenue Service to assist Household Employees with the responsibility to pay income tax
7. The community begin programs aimed at alleviating transportation problems encountered by Household Employees
8. Household Employees be covered by UNEMPLOYMENT INSURANCE

A TASK FORCE is being formed in Philadelphia to work towards bringing all of these Recommendations into fruition.

#### IV. NEW CONCEPTS IN RECRUITING, SELECTION, AND TRAINING FOR HOUSEHOLD EMPLOYMENT

Recruitment of trainees will continue to be a tough job. To begin with, we are attempting to reach one of the most disadvantaged groups in our society. Many women working in the occupation have lost hope.

You see, the economically advantaged assume that most goals can be achieved. For instance, they feel that a choice of a career, a business venture, or a desire for higher education can become a reality simply by one's willingness to accept the responsibility to work towards the chosen goal. For them, many of their plans are realized. Therefore, they too often feel that people who fail to operate in this manner must assume full responsibility for their own lack of achievement.

Women working in this occupation feel that people who exhibit such harsh and self-righteous attitudes against them because of their failures, punish them for failing by withholding from them.

Therefore, to them it becomes a foolish man's decision to continue to toil, make sacrifices, and attempt to reach goals which constantly have eluded them. They feel that it is only a pipedream to think of the future with the same positive expectancy for achievement as other Americans. Based on past experiences, they have found it to be senseless, futile, and disappointingly realistic.

Self-confidence must be restored to household workers. There is a possibility that because of prior experiences many of these women will need long and tedious personal guidance to help them find their way into programs which will help upgrade their ability to function in the work-a-day world.

Recruitment will continue to plague us as the most difficult problem to solve until there is a shifting of the value rating of the occupation.

Women who represent a training potential can only be reached through creative person-to-person efforts. We have found that women are extremely skeptical and disbelieving that as a result of training they will enjoy social and economic upgrading.

Many women are under scorn and ridicule from their families and neighbors. "Why are you wasting your time training to do housework?"

- Examples:
1. There was one young trainee whose mother kept her home after she discovered that she was training to do housework.
  2. Another trainee's neighbor called her house at 6:00 a.m. to ask if she was still going to that school.

These attitudes exist because we have not placed a real value on the worth of the occupation.

## SELECTION

Selection of persons for training should be handled as orderly and as carefully as selection of students for any other occupation or profession. Careful evaluation should be made of the recruit's attitude towards the occupation, towards herself, the world of work, and of her physical capability to perform at a satisfactory skill level.

In other words, this occupation is not to become a dumping ground for persons who have failed at other occupations, nor become a haven for persons who wish and are capable of working in other occupations but have not been adequately motivated to try.

Selection for me does not mean "selecting out." It means "selecting in." I am constantly reminding my staff that HEART was established to work with the people in our society with whom no one else really wants to be bothered. We have selected in some of "Society's failures."

## TRAINING AND SKILLS DEVELOPMENT

Household employees have been entrusted with the responsibility of managing thousands of homes, including the caring for and rearing of children. Household employees have been expected to give competent and efficient performance without formal training. These responsibilities have required skills and compassion of a high degree. Employees have resorted to self-training which has often proven inadequate.

Because of the rapidly changing technological trend in household equipment, cleaning supplies, new fabrics, etc., which require more specialized care and treatment, the need for training has become a necessity.

Unfortunately, due to a lack of knowledge about these new appliances and equipment, household employers are unprepared to train employees. Most employers do not possess the skills, do not have the time or do not wish to assume the responsibility for training. Also, because of the low status of the occupation and the lack of understanding and communication between employer and employee, most efforts aimed at training are frustrating and futile.

Therefore, to adequately meet the increasing employment potential and opportunities in and related to this occupation, the community must assume responsibility for upgrading by training employees and preparing employers to serve as effective supervisors.

You will note that the last sentence made reference to preparing employers to become effective supervisors.

Yes, employers must be trained.

There is one school of thought which says: "The only way to get rid of the master/servant stigma, as evidenced in household employment, is to interpose private, professional domestic service firms between household employer and employee. These firms would train, place and hire the worker--secure the necessary working conditions, and provide fringe benefits. The employer would pay the agency for the services of the employee."

I often hear persons equate the service with that of the Kelly Girl Secretaries. It cannot be scaled in this manner. In spite of the role of the intermediary agency, the permanently employed household employee performs at a level quite sensitive to her employer.

Handling her personal belongings, caring in a most personalized manner for her children--oftentimes because she is on the scene "unwantingly" by both parties, is drawn into family problems and vice versa.

The new concept of the employer's role is that the employee comes to the job trained in specific skills; the employer has a need for these particular skills in her home. It is to become a two-way horizontal, business-like relationship.

In this type situation, mutual responsibilities are essential. The employer has the responsibility of providing acceptable working conditions--wages, hours, fringe benefits, work schedule, etc. The employee must give an acceptable work performance--in skills and attitude.

No longer should leftover clothes or leftover food be handed to the employee in lieu of part-salary. The employee deserves the same right as other workers to earn a reasonable salary so she may purchase her own clothes and food.

Even when receiving an upgraded salary, how many times has an employee been given a used item by her employer? Oftentimes the employee does not want the item but does not dare risk offending her employer by refusing it.

The employer must look upon the household employee as a professional worker. She is not to become a member of the family.

There should be sensitivity and respectful evaluation of conversation content. In other words, if the employee is not to be asked for her opinions on the Vietnamese War, the amount of money being spent on missiles, the rise of promiscuity and drug addiction in Ivy League college campuses and in the suburbs, then she should not be imposed upon to give her feelings on illegitimacy in the slums, welfare chislers, or her coveted opinions of Rap Brown.

There is a communication problem in this occupation because it was formerly slave work. Employers have trouble engaging in a horizontal instead of vertical communication experience with the household employee.

Seventy-five percent (75%) of household employers are inadequate in their ability to assess the skill level of an employee, to assign fair and manageable work loads, and to supervise and evaluate the quality of the employee's work.

Seminars have been held at HEART, INC. to train employer-supervisors. We hope to broaden this component of the project. Might I say that the idea has been received exceptionally well by the participants. Briefly, let us look at the training of the employee.

When I speak of training, I make reference to training and counseling, geared at upgrading the ability of the women to function effectively in our society.

This means a training program comprehensive enough to improve the professional, social and personal status of the trainee.

1. A strong health component must be included. An attempt should be made during training to correct varied remedial health problems. A sick woman cannot work with regularity and competence.
2. Counseling and social orientation should be of such that it will equip the graduate to function in our complex society. She must be equipped with basic knowledge and facts about consumer and business education and given the tools to evaluate the worthiness of varied community resources.

Oftentimes, it is necessary to help the trainee to re-evaluate the value of a particular agency, because of a prior negative experience with the agency. Some training should be given as to how to pay one's bills, how to act responsibly by paying Social Security and Income Tax, where to buy, what to buy.

3. Personal development should aim to develop self-awareness, respect for the occupation, self-esteem, and the ability to assess her worth as a person to her family, friends, and society as a whole.
4. Professional development - to develop a discipline and conscious use of time and talents. Skill ability must be brought to a high level.

Therefore, training and counseling must be highly specialized and individualized in order to realize the greatest skill and potential of each employee. In most cases, training means changing old attitudes. Training of employees also in many cases involved retraining, changing old habits and obsolete methods of performing household tasks. These old methods are awkward, time-consuming, and very often, inefficient in performing tasks relevant to the rapidly changing technological trends. Many employees will exhibit hostile attitudes and built-in angers towards the occupation, even though they will choose to continue in this line of work.

Very often I remind my staff that we are attempting to make a difference in a tremendous problem. The only way we can make any impact is to provide society with a skilled professional person whose services are highly marketable.

This leads me to my fifth concept of

#### V. WHO SHALL BE TRAINERS?

In other words, what will we do about the age-old problem of assembling competent, sensitive and effective staff.

Training and retraining of household workers calls for persons with specific skill and know-how, with special emphasis on the ability to relate to trainees who need a one-to-one relationship in teaching.

Skills development must be done in a laboratory on a one-to-one or small group basis.

I have found that a number of staff have tremendous difficulty in relating to the trainees on an at-ease basis. Too much conscious effort to establish rapport is put forth. The trainees quickly identify this and repel the effort. It is not enough to possess academic credentials in any field of higher learning to qualify to work in such a training program.

Example: A volunteer nurse came to assist in drawing blood in medical screening and social orientation of recruits. At the end of the day she came to my office to say, "I cannot work with these people. I have to talk down to them."

I would like to put in a plea here for America to take a serious look at how to help mothers who wish to work find ways to return to the world of work. My most competent and effective staff are women who have young children between the ages of 2 - 10 years old. In the last six months, I have been through repeated cases of flu, mumps, measles, and chicken pox.

#### VI. JOB DEVELOPMENT, PLACEMENT AND FOLLOW-UP COUNSELING

Job development and placement must take on a new look. Nancy Love, writing about the HEART Project in the Philadelphia Magazine, quoted me this way:

"People call for information, but the preliminary telephone screening by the school seems to turn some of them off. It may be the money, which is higher than the usual rate - \$15 for seven hours. In addition, the employer is expected to pay her share of Social Security; but the HEART graduate is expected to pay her share too, her own carfare (exclusive of taxis), furnish her own uniform and bring her own lunch.

Or the potential employer's resistance might be to all the conditions she is asked to agree to. She suddenly realizes she is the one being interviewed in the initial contact, that something is being asked of her beyond what she's used to giving. She is supposed to give assurance that this is a permanent job, that there will be no layoff time without pay, that she will work out arrangements for paying for vacations and sick leave. She is expected to list in writing what work is to be done, to make available a private, comfortable place for changing clothes, to give a receipt for Social Security deductions, to turn in evaluation sheets on the performance of the employee, to assign no heavy cleaning."

Once we find the employer with whom we can see eye-to-eye--and we do find them, Post Placement Counseling keeps the triangular wheels of communication rolling between the agency, employee, and employer.

When the women graduate, they still need much assistance, and only through the cooperation of employers can we continue retraining, changing of negative attitudes, skill, ability and habits. Unfortunately, many employers expect the Training Center to do in 11 weeks what many colleges, universities, etc., cannot do in four to six years. Therefore, it is imperative that the employers cooperate with the Agency and recognize the need for communication.

Each party must live up to the agreement. Sometimes this takes a lot of doing. Very often we remind our graduates, who become somewhat elusive until there is a crisis--that we are here to be helpful--"don't forget the bridge that carried you across."

#### SUMMARY

Whose Responsibility Is It To Implement These Concepts?

It is an American problem which has been left to fester and grow into gangrene state for 300 years. Therefore, it is an American responsibility.

In order to cure the problem we must make high quality resources available. Sedatives will not suffice. Surgery is needed, and only the skilled craftsman need apply. Anything short of this will mean placing band-aids upon a cancerous growth. A superficial solution will simply intensify the problem.

Who Will Pick Up the Tab?

The federal, state and local governments must play their role in financing. To adequately do the job, per capita cost is going to be high, and rightfully so. Yet it will be low compared to the cost of educating a youngster in a city college--who may then choose to live in Hippieville.

Adult education through already established institutions is, of course, important. New and creative adult education projects must continue to be developed--both private and public.

A new thrust to include the housekeeping vocation in our regular school curriculum should be initiated. Private foundations and industry should be tapped extensively.

Fragmented Efforts Will be of Little Value

Unfortunately, because of the overwhelming degree of deprivation and degradation which has permeated the occupation, our present major programs must be of remedial content. Yet these programs must not be developed on a short-term, fragmented demonstration philosophy. We must alter the basic cultural environment. You cannot alter one isolated problem and expect that you have made great progress. Therefore, care must be taken to avoid an abundance of quick, exciting, "Pilot Research" projects.

Piecemeal approaches directed toward alleviation of partial problems will be ineffectual because they will not begin to meet the long-range requirements.

## Cooperation - A Key to Success

We must seek the cooperation of every social agency, every church, every community institution. We must garner in every imaginable scrap of insight and information which they can share with us. We must sift this information, delete that which seems to bear no promise of help and immediately integrate all of the ideas which show promise. Regardless of how inadequate, fumbling and unimportant we think that the past attempts of these people have been, we cannot afford to gamble away the possibility of losing one valuable idea.

Actually, if we examine the concepts which I have put forth today, we can see that very few of the ideas are new or original. All of these ideas have been previously suggested by individuals or agencies. But these agencies have been frustrated for years in their efforts to implement their ideas because of lack of funds and competent personnel.

It is evident that the National Committee on Household Employment should move swiftly to really launch a national effort whereby they will assist each local community in how best to do "its thing" about this problem.

I consider it a defiance flung in the face of God that in a country as rich as ours we have 250,000 women heads of families, making less than \$1500 per year, existing in a sense of degradation and unfulfillment. We leave them in a sense of shame and without honor and respect for their occupation.

We are now in a War on Poverty. We cannot falter at this task of upgrading the status of one-fifth of our nation, which includes the household employee, because for the first time America has been brought to trial by the World Court of Public Opinion. But foremost--America is on trial before a just God. Today the eyes of the world are focused upon us. Nations are requesting answers to some very pertinent questions about our rightful place as a world leader.

I can assure you that they are not interested in reports on how beautiful are our national parks, and waterways, how tall our skyscrapers, how we successfully reached the moon, or how efficient our highways. There is one question to which all the world awaits a truthful answer. It is simply this--America, how well do you care for all of your people?



## SOCIETAL NEEDS TO BE SERVED THROUGH AUXILIARY PERSONNEL

Dr. Elmer W. Schwieder  
Associate Professor, Department of Family Environment  
Iowa State University, Ames, Iowa

I have made a switch. Though my training and degree are in sociology, I am in the department of family environment which is in the College of Home Economics at Iowa State. I have been there exactly one year and I am happy to be there.

I feel in some ways like the little boy who gave his canary a bath in his mother's laundry detergent. Afterward, he went crying to his mother because his bird was dead. "Dear, you shouldn't have washed your canary in that strong detergent," his mother said. "The detergent didn't seem to bother him," sobbed the little boy, "it was the wringer."

All of us at least recognize what the story means; but can you imagine the response of a group of college students today? In ten more years the wringer won't mean anything to them.

Another story says something about where we are. It concerns a pastor who found a little boy in the vestibule after a lengthy morning worship service. Said the pastor, "Son, are you lost?" "No," answered the boy, "I was just wondering what those things on the wall are." "Those are plaques in memory of people in our church who have lost their lives in the service." The little boy said, "Oh, really? Eight-thirty or eleven?"

I have sat through several of these meetings, and this may be eight-thirty or eleven. I have no real disagreement with the points I have heard, and I take my departure from the conference objective which says in part, "the utilization of which will be predicated upon societal needs." I am in complete agreement with your purpose. I am in harmony with the analysis and the objectives, knowing the qualifications of those on the platform with me as well as you. I believe our common purpose will be much better served if others speak to job opportunities and task identification. Therefore, I take my departure from the last portion of the objective, namely, "societal needs."

This phrase does some interesting things to me. It calls up the past, puts pressure on us for the present, and projects us toward the future. This requires some further discussion and consideration.

It's my conviction that the discipline and the profession of home economics has had a rather variegated and interesting past. In many respects, it represents a toehold, if you will, in higher education that took certain dimensions largely because of the reluctance of the male-dominated sphere of academia to give any credence to the gentle sex except maybe in the safe and sane arts of domestic activity. This is where you came in the door. In many areas, the profession has gone beyond this--in fact, in most areas. Like it or not, to many people the discipline still represents a field of endeavor that is relegated to "pots and pans" no matter what the level of sophistication.

Now I know what this is doing to you; this is making you angry. I will not dwell on the point any longer except to say that I think there is a tremendous need for the field and the discipline. We have to meet the challenge, and I say "we," jointly. Somehow we have to move this image, which is perhaps the beginning point, but which is certainly distorted at present.

I am aware that inwardly you dislike this idea or projection, and I point out to you that a sore often gets a little more painful as it gets scratched. As a man now almost two years old in this discipline, I am getting tired of the snide remarks of contemporaries as to when I am going to start carrying a purse. When I say, "Look, I was trained with you; I worked longer with you than I have in my current endeavors; do you see any great change?" they usually say "No."

Before we mount a white horse and ride off to do battle for this "image" let's pause a minute. I think the heritage of the past and the heritage of the family has strengths that we need to look at as a group. I recognize that certain other disciplines and professions give some dimension to this phenomena known as the family. However, it appears to me that home economics, grounded as it is in this fundamental social institution, might make its greatest contribution by pursuing and stressing "where to" as well as "how to." I know you are doing a lot with "how to," and I think in some respects, you are working in this way in terms of "where to." This dimension changes our focus and consideration again and it demands that we give significant new consideration to the basic issues of where we came from and where we want to go.

I applaud the usually effective, widespread, and innovative programs launched by home economics in the deprived sector of our economy. I totally support the endeavors to feed, to clothe, and otherwise sustain our citizens; but I am also sure that in this respect, we may be looking at the world and the family in segmented portions. In some ways we are not willing to broaden our horizons to include as much of the total scene as we might. I am convinced that there needs to be a pulling together of our separate efforts beneath an overall umbrella.

Certainly I would urge that the needs of pulling together in this broader evaluation and that the dimensions of the workaday job be given the possible impetus of "where to." I recognize that the paraprofessional or the auxiliary worker needs your know-how, and that you have it to give to him. I am also convinced that a lock with him at where we are going might be useful.

How does this brief introduction fit into the auxiliary workshop? I would like to mention three ways.

First, there needs to be a bridge built for the goals and objectives between the professional and the auxiliary workers. I know what you are saying. You are thinking, "Oh, my workers and my paraprofessionals and my staff all know where we are going." Are you sure?

I'd like to issue a challenge to you. Go home and hide all the funding proposals that you put out; hide all the paper factory that spells out the objectives of your program. Then sit down and say to your staff,

perhaps to yourself, certainly to your auxiliary personnel, "Where are we going?" If you really want to live dangerously, ask them to answer the question, "Why are we going this way?" If you can see some discrepancies, maybe this is the spot where we work together and say, "This is where you think we are going, this is where I think we are going."

We hear a lot these days about the generation gap. I am suggesting that in our workaday world there is an "objective goal gap" as well. I have attended entirely too many meetings, for example, called for a clearly stated, specific purpose and then had the chairman begin by saying, "Well, I guess we all know why we are here." Often we were completely unable to proceed because all the people assembled didn't, indeed, know why they were there. I think this is a constant reaffirmation that has to be made and that effort must be put into it. It can't be assumed that what we knew six months, two months, three months, or a year ago is still apropos or that everybody understands it.

I know that most of you have a direct relationship with higher education and that the students I see keep crying for relevant courses. From this perspective, I might also call students auxiliary workers, except that there is an interesting difference. Upon completion of a reasonably well-defined program, students have the rights of passage, they graduate, and they enter into the fold. Then we call them contemporaries. It crosses my mind that these rights of passage might be spelled out for other auxiliary workers, and they, too, might pass.

Returning to the original point, if there needs to be a bridge between students and those engaged in home economics, how much greater the need for the bridge between home economists and those we call paraprofessionals or the workers who usually don't have the clearly defined goal of graduation to admit them to the inner circle.

This brings me to the second societal need. Assuming that we can arrive at some agreement on purpose or goal, how do we get the job done? That's why we are here.

Laying aside the dietary needs and any social graces that might be relevant, I assume that every human being in this room this morning could define in fairly clear empirical terms the need for food. If he couldn't at this point, he certainly would be able to do it if he got hungry enough. I would like to use this as an analogy, since I have shared several meals with you.

Imagine that at mealtime I strapped a board to every person's arms so he couldn't bend his elbows. Some would say, "Well, I can't eat." That's true, you couldn't. Some would sit back and say, "I will starve to death." It would ultimately dawn on someone, "If I feed you and you feed me, we are in business." Can you imagine what great joy there would be in trying to feed another person under these circumstances? What would you have to do? First of all, you would have to ask questions: "Are you ready now? How do you want the food? Oh, you don't care to have jello salad right after meat? I see. You are not going to eat your potato today? That's all right."

In this cooperative analogy and in this suggestion it is obvious that we need to tell people how we feel, and we need to ask what their feelings

might be at the moment. The reason I suggest this, and the analogy is far from perfect, is that in most training sessions, working with other people, we lay out the whole route from goal one to goal nine and then we turn to them and say, "Do you have any questions?" The question that we are asking is not the one we think we are in a lot of cases. We are saying essentially that this is the way we are going to do it; my way is the right way; do you have any questions about how to do it my way?

I suggest to you that if you will stop and look at how we treat people that we call paraprofessionals and how we treat our colleagues there's an intriguing difference. Someone calls me on the phone and says, "Elmer, I have a problem; maybe you can help me." You and I know how good it feels to progress this way and not be forced to say, "I have to do it this way; can you help me."

I have a true story that fits in here, one that I hope you will remember. A farmer friend of mine bought a house that had to be moved four miles and settled on a new foundation. He managed to get the house onto some telephone poles he had before talking with the only house mover in the area.

Three thousand dollars was the man's price for moving a house. "I've already done part of the work," explained my friend. "Shouldn't I get a discount off the regular fee?" The house mover stuck to his figure.

Using his own tractor, my friend pulled the house to the site and maneuvered it over the foundation. Then he called the house mover again, who came out with two pickup trucks full of house jacks. My friend asked, "What's your charge now?"

The house mover said, "You have the house, I have the jacks, and the price is still three thousand dollars."

My friend called on a handyman in the neighborhood who has at best a fourth or fifth grade education. The man sized up the situation, left, and returned with several eighty-pound blocks of ice. These were scooted under the house, and as they melted, the house could be eased into place perfectly.

The story isn't completely foolproof, of course, this approach is fraught with danger. I am convinced that 99 percent of the people in our world, with pro and con feelings about Vietnam and the policy concerning it, wish to see the horrors of war end; but the path to that end can take very different routes. However, you will never know what the other man's suggestion will be unless you are willing to ask.

In listening to paraprofessionals I point out to you that they are colleagues, and it is a subtle but significant point. Recently I talked with an assistant coach at a large state university. He said, "Schwieler, how would you like to have a job where your reputation, your ability, your skill, and everything else depends on what some 19-year-old boy does in front of 50,000 people on Saturday afternoon?"

The coach has skill and so have you; the coach has knowledge, so do you. The coach has technology, he has objectives, he has goals; but the point

is that it is a joint effort. The coach can't win the game. As a matter of fact, he can't even play in the game. I am arguing at this point that this is precisely where we are with our contemporary workers, with our system.

This brings me to the last point: home economics through the auxiliary workers must take a projection toward the future. I am convinced that you give absolutely the greatest dimension to the family that any discipline does. I respond to you by saying that we have become segmented. We all do. However, I have heard from you today and from others that I have talked with, "I have learned so much from the auxiliary workers." Did you ever tell them so? More importantly, did you ever sit down and talk together about what this means for tomorrow?

I use another true story with a point that I have never been able to implement. I tried to get acquainted with some of the foreign students in our community and at our university, and Eck Soon Bai was a lad from Korea. We learned to appreciate Eck Soon in our family and he went with us on a number of occasions, including an overnight camping trip. He came to our home the night before we left and showed great interest in our icebox. We packed it full of food and put ice in, and he kept asking questions about it.

We pointed out to him that we would be in an area where there was not a great deal of refrigeration available and, therefore, we had to take it with us if we wanted fresh meat. Eck Soon said, "Oh, then you are taking all of that equipment to keep meat fresh?"

We said yes; and Eck Soon laughed and said, "When we go on a trip in my country, we take a live chick and a little feed. When we are ready to have fresh meat we kill the chicken. It works very well."

I have never screwed up my courage to the point to try it. I have been a little curious about what would happen in the next camper if at 5:30 in the morning a "cock-a-doodle-do" was heard. I am sure I would be met with a club.

You people get to the meetings; you meet people with similar experiences; you read the date. What about your auxiliary people? Could you bring a person from another agency, another program, in to talk with your group? I am sure the problems are common; most of us have had the occasion to learn they are. In fact, students indicate the necessity for interchange when they talk in class and another student responds, "That is the way it is with me, but I thought I was the only one who felt that way."

What would happen if you projected enough toward the future to interact at least with directors of paraprofessionals on your respective programs. Your auxiliary workers might not feel quite so isolated and you might even get some new dimensions.

I will close with a couple of thoughts. I could have taken the dimension of societal problems, the big, broad ones. I think we have to be concerned about some of these; and I would like to point out just one, the birth control pill and its use. This is the most dangerous thing in the world to talk about, because everybody immediately goes to the pre-marital

use of the pill with sex going rampant. Let's move from that idea for a moment and discuss the use of the pill with people who are married.

I see a group of human beings who for the first time on earth have some arrangement of birth control. Right or wrong, good or bad, whether you would use it or wouldn't, is irrelevant. Ninety percent of the girls I talk with say "Yes" when I ask, "Do you expect to use some kind of birth control device when you are married?"

When I ask about their expectations they say, "Oh, we have to buy a car and a house. When I get married, I plan to have my babies four, five, or six years apart, and I'm going to earn until that point."

I say to these youngsters, "Okay, that's what technology has brought you. Have you ever stopped to consider what it would mean to you to lose six thousand dollars a year as income, and then choose the time to have the baby? Are you and your husband planning to have a decrease in income, or are you just assuming that by some stroke of luck you will be able to do it?" This shakes them up. They haven't thought of it that way. This is the kind of projection that I am talking about.

We are working in the ghetto urban areas and in the inner city; we are concerned about this. We have known, as home economics people, that this environment has existed for a long time. You are acquainted, and so am I, with some of the problems present.

I have a concept which I call "keeper of the street." Where I grew up, the storeman lived across the street, down the block, or over the store. The gas station operator lived within walking distance and often next door. The "keeper of the street" was the keeper of the community. This is not so today. We know people moved to the suburban areas and that the "keeper of the street" then took his role from eight to five. When he locks the doors and chains the window he then disappears. Out of the wordwork come all of the people who have the community for the other sixteen hours. It seems to me that those of us who have been looking at home economics, who have been looking at the family in the future, might well have said, "Knowing that this trend is taking place, we could have anticipated some of the problems that we are seeing." I challenge you, then, to look toward the future.

I have presented three points and would like to repeat them. First, there has to be a bridge built between the professional and the auxiliary worker in the area of objectives and goals. We can't just say, "this is what we are going to do; we want you to help us." We have to involve them in planning how we get there.

Second, assuming that some level of agreement is reached, how do we get on with the job? I respond by saying that this is a sharing relationship.

Finally, assuming that a mesh ensues, home economics professionals and those with whom we work must be willing to share our knowledge with some projection toward the future. I think that if we meet these three points, or at least try to, we are moving toward what I would call "the utilization of societal needs for the discipline of home economics."

APPENDIX E  
EVALUATION INSTRUMENTS

DAILY EVALUATION FORM  
FOR USE BY REGIONAL LEADERS DURING WORKSHOP

Date: \_\_\_\_\_ Session No.: \_\_\_\_\_ Subject: \_\_\_\_\_

Region: \_\_\_\_\_

PART I: PROGRAM; DISCUSSION AND WORK GROUPS; REGIONAL MEETINGS.

1. What was good?
2. What was not good?
3. What will you try?
4. What do you feel may not be workable?
5. What do you think can be adapted or enhanced?
6. In what ways can AHEA further assist you in this area?

Part II: FILMS AND EXHIBITS (state comments briefly)



## FINAL EVALUATION FORM

### This Workshop has:

1. Increased my understanding of the philosophy, preparation, and use of auxiliary personnel.

\_\_\_\_\_Much \_\_\_\_\_Some \_\_\_\_\_Little

Comments:

2. Helped me explore ways of extending the reach of home economics by utilizing human resources more efficiently.

\_\_\_\_\_Much \_\_\_\_\_Some \_\_\_\_\_Little

Comments:

3. Helped me to examine existing job responsibilities in the various professional home economics careers, and to identify those tasks which can be assumed by and are attractive to auxiliary personnel in home economics.

\_\_\_\_\_Much \_\_\_\_\_Some \_\_\_\_\_Little

Comments:

4. Helped me to explore existing legislation related to auxiliary personnel and to consider the need for initiating new legislation at local, state, and national levels.

\_\_\_\_\_Much \_\_\_\_\_Some \_\_\_\_\_Little

Comments:

5. Gave me direction for assuming leadership at state and local levels in the utilization and training of auxiliary personnel in the various areas of home economics.

\_\_\_\_\_Much \_\_\_\_\_Some \_\_\_\_\_Little

Comments:

6. What additional ways do you suggest for AHEA to assist in utilization and training of auxiliary personnel?

FORM FOR EVALUATION OF  
FOLLOW-UP ACTION, APRIL 1970

As a result of the Workshop on Auxiliary Personnel:

1. Have any surveys of agencies using paraprofessionals in your state been made? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, what \_\_\_\_\_  
\_\_\_\_\_

2. Have any studies been made of common concerns of training for auxiliary personnel in your state? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, what \_\_\_\_\_  
\_\_\_\_\_

3. Have you communicated information gained at the workshop to others through a home economics state, regional, or local meeting? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, what \_\_\_\_\_  
\_\_\_\_\_

4. Has any analysis of professional jobs been made to determine what can be done by paraprofessionals? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, what \_\_\_\_\_  
\_\_\_\_\_

5. Has any investigation of legislation been made relative to paraprofessionals in your state? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, what \_\_\_\_\_  
\_\_\_\_\_

6. Has your state home economics association appointed a working committee on auxiliary personnel? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, for what purpose \_\_\_\_\_  
\_\_\_\_\_

7. Have you encouraged home economists in local areas to seek out and work with agencies that have auxiliary personnel? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, what \_\_\_\_\_  
\_\_\_\_\_

8. What additional ideas from the workshop have you used as an individual? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Has any additional action been taken by you or the state association?  
Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, what \_\_\_\_\_  
\_\_\_\_\_

APPENDIX F  
PACKET MATERIALS

## "SUBPROFESSIONAL"

### A Definition\*

The title subprofessional is used interchangeably with other titles: nonprofessional, new careerist, aide, assistant, and many others. Subprofessional is preferable to nonprofessional because it connotes a relationship with professional activity rather than the absence of professional status; new careerist, as a title, has no necessary connection with professions. Subprofessional is a working title, defined by the following principal characteristics:

Subprofessional jobs consist of sub-sections of work, heretofore done by professionals, for which full professional training is not necessary, or of new functions that expand the scope of professional service.

Jobs are designed at the entry level so that persons with less than the training or the academic credentials that usually accompany professional status can, in relatively short periods, become sufficiently skilled to perform the work.

Jobs allow opportunity for individual development, regardless of traditional credentials or other arbitrary symbols of status, and permit advancement to duties of greater challenge and responsibility. Advancement is accompanied by increments of earnings and access to promotional avenues which are not dependent exclusively on full-time formal training financed by the individual.

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\*Lynton, Edith F., The Subprofessional, From Concepts to Careers, National Committee on Employment of Youth, New York, N. Y., 1967, pg. 2.

Eerenice Mallory, "Auxiliary Workers, Key to  
Enlarging our Potential," Journal of Home  
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JOURNAL OF HOME ECONOMICS

BERENICE MALLORY

# AUXILIARY WORKERS

## KEY TO ENLARGING OUR POTENTIAL

In this paper presented at the second general session of the 59th annual meeting of the American Home Economics Association in Minneapolis, Dr. Mallory outlines some very tangible ways in which home economics can move forward to train workers in the area of family service.

**T**HE TITLE of this presentation indicates that my focus is on auxiliary workers as they relate to service. This topic is certainly in harmony with the commitment of home economists. That "family service" has always been the concern of home economics is emphasized by McGrath and Johnson in their report "The Changing Mission of Home Economics," in which they project expanding needs for home economics personnel in teaching, dietetics, Extension, business, industry, and associations—areas in which about 90,000 persons are employed today. McGrath and Johnson also indicated that increased internationalism, shifts in population, and expanded social welfare are creating new occupations which must be considered in future planning for home economics education. Each of us is aware of the shortage of personnel who can carry out present responsibilities. We have great difficulty in foreseeing ways to provide staff for expanded services; therefore, it seems most appropriate and timely for us to seriously consider the use of auxiliary personnel to enlarge our potential for service.

Other professions have moved in this direction. In nursing we find registered nurses, practical nurses, and nurses aides; in dentistry there are dental assistants; in engineering there is a host of supporting technicians; in medicine there is increasing use of technicians to assume responsibilities formerly carried out by physicians; and in secondary and elementary schools aides perform a variety of tasks previously performed by teachers.

I have used the term "auxiliary workers" in the title of this paper. You have no doubt heard such

workers referred to as subprofessionals, paraprofessionals, nonprofessionals, and similar names. Their jobs may have such titles as aide or assistant.

Whatever their titles, the work that auxiliary workers do, consists of (1) jobs which were formerly done by professionals but for which full professional training is not required or (2) new jobs that expand professional service. Auxiliary workers always work under supervision.

### USE OF AUXILIARY WORKERS NOT NEW TO HOME ECONOMICS

You are all aware that professional home economists have been using auxiliary workers in a variety of ways

**Food service in institutions and commercial establishments.** Dietitians have long recognized the many ways in which auxiliary personnel can assist in providing quality food service for groups of persons. Committees of the American Dietetic Association have defined duties and prepared job descriptions for food service personnel who work under the supervision of dietitians. The Association directs a correspondence course for training supervisors.

The Association has also prepared, under a con-

*Dr. Mallory is senior program officer of secondary and post-secondary programs in the Division of Vocational and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C.*



tract with the U. S. Office of Education, a suggested post-high-school curriculum for institutional food service supervision. This material is being well received and is stimulating the establishment of programs to prepare for managerial, supervisory, and other types of food service occupations which do not require professional-level preparation personnel.

The view that such workers are needed is supported by a survey of food service in hospitals by the American Dietetic Association; this survey revealed 9,000 persons in food supervisory positions and opportunities for 10,000 more, if trained persons were available. Recently we have seen the passage of several significant pieces of federal legislation dealing with expansion of health, education, and welfare services. Therefore, we can assume that there will be even greater needs for food service personnel in hospitals, in the increasing number of nursing and retirement homes, in child care institutions and centers, in schools and higher education institutions, and in other agencies and organizations. There is also a wide variety of jobs for auxiliary personnel in commercial food service.

**Cooperative Extension Service using home economics "program aides."** The Cooperative Extension Service is experimenting with the use of home economics program aides. Some of these are paid workers and others are volunteers, but they are all trained and supervised by Extension home economists. Their responsibility is to establish contact with the hard-to-reach low-income families and to teach them better ways of homemaking. The state and county Extension workers who are using program aides have been provided with materials on several levels by the Federal Extension Service. These materials include a guide to be used by the professional home economist responsible for teaching and supervising the aides, a guide for the program aide to use in working with families, and leaflets for homemakers of limited education and resources. In addition to a period of initial training, provision is made for continuation of the training while the aides work with families.

The emphasis of the functions of the aides is on teaching others rather than on performing services. Aides usually begin by working with the individual homemaker and her family; as soon as they are ready, they are moved into group experiences. Their goal is to help homemakers and their families help themselves.

The careful evaluation which is being made of the training, supervision, and use of these program

aides will be most valuable to many of us interested in using workers with similar types of responsibilities.

**Auxiliary workers in services to families and children.** Recent education acts and the amendments to the Social Security Act have increased the grants available for expanded services for mothers and children.

Auxiliary workers are being employed as members of health teams in projects for maternity and infant care and in comprehensive health services for children and youth. These workers have titles such as home management aides, health aides, or nutrition aides. They work under a home economist or nutritionist and go into homes in a teaching role to work with mothers. While the number used is not large, experience with the nearly 60 workers now employed has been most satisfactory. They have been well received by families and by the teams of professionals. They are being recognized and appreciated for providing needed services that professionals do not have time to give, and for supplementing professionals with services that often can be more adequately given by persons other than "professionals."

Auxiliary personnel with such job titles as child care, nursery school, or day care aide and nursery school or day care assistant are working with professionals in various public and private programs for children. That such programs are expanding rapidly should not surprise us when we consider that the number of working mothers is increasing rapidly, that working mothers need day care services and nursery schools for their young children and after-school programs for school-age children; and that the early education of young children is highly important to their later development.

The family life education programs in Ohio are typical of home economics programs for adults throughout the country which are supported by vocational education funds. They are often conducted in centers in Public Housing projects and furnish opportunities for low-income families to receive assistance in various aspects of home and family living. In Cleveland, residents in each of the four housing projects where the program is operating have been trained to serve as "connectors" between the center and the residents. They get in touch with fellow residents, inform them about the center and its opportunities, maintain these contacts, and help families in a variety of ways to help themselves.

There is a growing demand for *homemakers or homemaker-home health aides* who work as part of

a team of professional workers; i.e., nurses, social workers, home economists, and physicians. These homemakers provide vital services which help maintain and preserve family life that is threatened with disruption by illness, death, ignorance, social maladjustment, or other problems. In 1963, about 300 public and private agencies employed 4,000 homemakers. About 11,000 homemaker-home health aides are employed today; the estimated need for 200,000 such workers is a measure of the distance the field must travel in the years ahead.

**Schools using aides extensively.** Elementary and secondary schools are making extensive use of auxiliary personnel. One estimate is that there are 80,000 paid teacher aides in schools. Predictions are that by 1970 we will have at least 1.2 million of them.

The aides in schools assume a variety of responsibilities. They help in the office, assist in the library, do monitoring duty in the lunchroom, work with individual children under the teacher's direction, prepare materials for teachers, and operate audio-visual equipment. All who have ever taught school can list the numerous nonteaching functions performed by teachers that can be assumed by nonprofessionals.

**Auxiliary workers in welfare services.** Social work is another field with severe manpower shortages. In 1963, Wilbur J. Cohen—then Undersecretary and now Secretary of the Department of Health, Education, and Welfare—recognized the seriousness of the gap between the need for and the availability of social work manpower. He set up a task force in the Department; one of its responsibilities was to estimate future manpower needs and identify types of action needed. The task force identified one major need to be that of defining and classifying social welfare tasks so that available manpower can be properly utilized. Another need was for research and demonstrations to define and delineate functions of ancillary and technical personnel (auxiliary workers) who are currently utilized or who may be required in the future as new programs of social welfare are established or as existing programs are expanded.

In 1965 the Bureau of Family Services in the Department of Health, Education, and Welfare prepared some guides that state and local public welfare agencies might use in developing staffing patterns. Auxiliary positions in providing family services were identified in two categories: (1) those that are related to administrative procedures necessary to provide services, such as "administrative

aide" and "research statistical assistant," and (2) jobs which involve direct service to clients, such as "homemakers," "neighborhood workers," and "home aides."

Under a contract with the Bureau of Research in the U. S. Office of Education, four junior colleges in the Chicago area and the YMCA of metropolitan Chicago are conducting a social service aide project. They have defined subprofessional roles in the social service field and are planning curriculum for and training of subprofessionals. The training programs are to be planned so that persons who complete them will have sufficient academic base to go on for further training if they wish to do so.

**Use of auxiliary workers by home economists in business.** The information I have about the use of auxiliary workers by home economists in business is limited. Several persons from food companies who replied to letters I wrote in preparation for this presentation were using few auxiliary workers with home economics training. I would like to quote part of what one respondent wrote:

... the day may well come in the not too distant future when it might be wise to investigate the use of auxiliary workers with some home economics training. I think I would be hesitant to think in terms of high school graduates with only a year of special training because of their youth and inexperience. I am sure, however, that I would be interested in older women who have been practical homemakers who might have had special training in adult education or in a junior college in good foods practices.

... professional home economists could direct these women and ... they could be of great assistance to the professional. ... As trained home economists become more scarce and as their salary level increases so that it is uneconomic to use them for routine preparation, I believe that this is an area which we must investigate and eventually adopt ...

It seems to me, too, that the possible use of auxiliary workers should be investigated by home economists in business. This quotation points up the need for, possibilities of, and problems in their use.

**Auxiliary workers are being prepared.** Since funds from the Vocational Education Act of 1963 became available, training programs under vocational education for all kinds of occupations requiring less than the bachelor's degree have expanded greatly. Home economists in vocational education, while continuing to promote and develop programs of home economics education centered on improving the quality of family living, have added another major purpose—to prepare individuals for gainful employment in occupations requiring home eco-

nomics knowledge and skills. The occupationally oriented programs have served pupils in high school, out-of-school youth, and adults; and an increasing number of one- and two-year post-high-school training programs are being offered in junior colleges, community colleges, technical institutes, and four-year institutions. The occupations for which persons are being prepared are in the areas of food management, production, and service; care and guidance of children; institutional and home management; clothing management, production, and service; and home furnishings and equipment services. These training programs are providing initial preparation for jobs as well as upgrading for persons already employed, and enrollments and completions have grown steadily each year.

### THREE CONSIDERATIONS FOR PRESENT AND FUTURE

Based on this brief review of the present use of auxiliary personnel, I would like now to consider three things: (1) reasons why it seems important for us in home economics to give serious thought to further use of auxiliary workers, (2) the concept of "new careers," and (3) some tasks ahead.

Home economists need to give thought to the potential for use of auxiliary personnel. A prime reason for giving attention to selection and use of auxiliary personnel is that they are already being used and their number is projected to increase.

Some estimates for such workers were included in the Winter 1967 issue of the *American Child*, which was devoted to a symposium on the new nonprofessional. It reported that already in the United States there were probably about 75,000 such new nonprofessionals, most of them in jobs created by antipoverty legislation. About 25,000 were estimated to be in human service positions created for "indigenous" nonprofessionals by the Office of Economic Opportunity, and probably another 25,000 or more part-time aides were employed through Head Start. Other estimates are that there are 400,000 nurses aides out of 3,000,000 health service workers and 90,000 psychiatric aides in state and county mental health hospitals.

Along with the increase in auxiliary workers, there is a lack of adequate professional manpower for staffing present needs—in schools, in higher institutions, in Extension, in dietetics and nutrition, and in business and industry. The McGrath report predicts growth in all of these fields, as well as the need for personnel in international service and social welfare. These situations suggest that use of

adequately prepared auxiliary workers can serve some important needs for us in home economics; to be specific:

- They can help extend the service of professionals.
- They can provide jobs for the unemployed and underemployed.
- They can provide needed services not possible with existing manpower.
- They can help us meet the expanding needs for services.
- They can perform some tasks as well as and sometimes better than the professionals.
- Also, there is the possibility of a cost benefit both from the standpoint of cost of service and cost of training.

The "new careers" concept. Wherever there is a discussion of auxiliary workers, you hear such terms as "new careers" and "career ladder."

Those of you who were fortunate enough to attend the 1965 American Home Economics Association workshop on Working with Low-Income Families heard Dr. Frank Riessman discuss the use of nonprofessionals and other ideas which he and Arthur Pearl developed in their book *New Careers for the Poor*.

The new careers theory as described by Dr. Riessman proposes that all human service occupations—health, education, welfare, etc.—can be broken down and reorganized to provide more efficient service and allow people with little or no training to play a productive role in entry service positions. These untrained workers have the opportunity to learn on the job and to advance, even to the professional level.

The theory includes reorganization and redefinition of jobs for both professionals and nonprofessionals. It breaks the job into component parts and may suggest new aspects of a job to be performed by nonprofessionals and professionals. In short, the theory proposes:

- That nonprofessionals with little or no training can perform a great many tasks now performed by professionals
- That there can be developed a hierarchy of these jobs, which require different degrees of training
- That training can be acquired on the job itself and through systematic in-service training and job-based courses
- That this reorganization will free professionals to perform a higher level of specialized services which require advanced training and experience

As this theory of new careers has been studied and discussed, many questions concerning it have been raised. Particular concern is expressed about securing all training on the job itself. Many believe that worker satisfaction depends on some orientation to a job, an understanding of personal relations, and skill in getting along with people.

Crucial to the implementation of new careers programs in schools, health and social welfare agencies, and other organizations is the development of strategies for institutionalizing these programs. Research is needed to restructure occupations so that there are meaningful roles at all levels of the hierarchy. Methods must be designed for gaining professional acceptance of auxiliary personnel and for overcoming other institutional constraints to their employment, such as accreditation procedures, licensing requirements, and Civil Service job specifications.

**The tasks ahead.** What would it mean to put into motion this idea of expanding the use of auxiliary workers?

First, we will have to convince members of the profession—ourselves—that the use of auxiliary workers is desirable. For example, some teachers welcome aides but others see no need for them. The idea that a person who is not “fully qualified” could take over some of the tasks of a teacher or work as a member of a health team may be rejected by some professionals. Also, professionals may not want to give up their simpler tasks and may find it difficult to see that restructuring their responsibilities may improve quality and extent of service. There may be fears of encroachment on the professional domain.

Another task will be to design models for career hierarchies in various professional areas served by home economics. The increase in the use of auxiliary workers got its impetus from efforts to put disadvantaged people to work. The jobs are often routine, made up of tasks professionals want to get rid of, and provide little or no opportunity for advancement. A sounder approach is what this presentation is all about—the use of auxiliary workers as a manpower strategy aimed at expanding services and, in some cases, creating new jobs. The career concept also adds another dimension—that of developing plans which include possibilities for entry-level jobs with training and education built in to allow for progressive advancement in keeping with an individual's desires and capabilities.

A first step in determining feasibility of developing career levels will be to redefine professional functions to provide intervening levels between the

professional and the entry worker. This should be done by various professional groups in home economics. They need also to analyze the jobs, prepare job descriptions, define the qualifications and training required, and plan ways to provide for promotional possibilities from entry to professional level. Another responsibility will be to determine the opportunities for employment for various levels of jobs.

For example, a course in high school prepares for the job of child care or nursery school aide; a two-year program in a junior college, community college, technical institute, or four-year institution prepares assistants for day care centers, nursery schools, kindergartens, playgrounds, recreation centers, and hospitals; a four-year degree program is required for such occupations as nursery school teacher and director of day care centers; and graduate work for higher level jobs.

If these programs are to provide for both vertical and lateral advancement, they will need to be articulated so that a person starting out as an aide may advance to a higher level job—from the sub-professional to the professional level.

Another responsibility we shall have to assume is to plan for and provide programs to prepare auxiliary workers and to keep them up to date.

The new careers concept assumes defining jobs at various levels. It is further assumed that provisions will be made for the necessary training for the various jobs. Rather than enrolling students in a program which continues uninterrupted until professional credentials are achieved, workers will move in and out of course work and job experience as they meet requirements for various job levels. Vocational educators should play a major role in providing programs for the entry- and technician-level jobs. The training programs will need to be cooperatively planned in order to provide opportunities for the training and work experience needed to advance in a career from entry level to professional level. Also it will be necessary for employers and staff in institutions to work together in planning courses and occupational experiences.

In Oregon a project which has the goal of developing a “New Careers” model in education seems to meet these criteria. It involves the School of Education at Oregon State University, the State Department of Education, and two local school districts. Briefly, it envisions involving high school students in the teaching process early in their academic program. Upon high school graduation, students interested in education will be given the opportunity of functioning as teaching aides for two years rather than going to the University for the teacher educa-

tion program. Such students will receive college credit for the on-the-job experience as well as Extension courses offered by Oregon State University.

After a two- or three-year experience as a teacher aide, the student will return to the University for one year of intensive course work in various curriculum areas. He will then return to the school system for a one-year internship before he is certified to teach in Oregon. This is a teacher education program in which most of the training is in the schools rather than at the University and in which the University courses evolve from the job experience.

Still another challenge will be that of working for higher status for entry-level jobs. Some entry-level jobs do not enjoy a high rung on the status ladder. A number of factors influence status. For example, a job title of "aide," "assistant," or "trainee" has a different connotation from the title "laborer" or "helper." Selection procedures which establish standards of acceptance for training and qualifications for job entry affect job status. Salaries for some entry-level jobs are frightfully low and will not attract or hold workers. Fringe benefits—such as vacation and sick leave, pension plans, health insurance, and services such as credit unions—are important. Possibilities for advancement and opportunities to get the additional education needed to advance also contribute to job attractiveness.

I truly believe that the use of auxiliary personnel is a key to enlarging our potential. For these jobs to be rewarding, the workers must know that they have the support and respect of those under whom they work and by whom they are supervised. Professionals and others who supervise workers sometimes need help in learning to use an auxiliary worker effectively. It is like learning to use a new piece of equipment; it's easy to say, "I'd rather do it myself" or "It takes more time than it is worth." But if use of such workers means more service to families, it will be worth all the effort it takes.

In closing, I want to call your attention to some other important values of expanding the service of home economics through use of trained auxiliary workers. As we prepare these workers through courses and on-the-job experiences to assist professionals in home economics, we shall make it possible for persons with varying backgrounds and capacities to get into worthwhile jobs. For some workers, this job will be a step toward a professional career. For others, it will be the opportunity to become productive, contributing members of society. For all of them, the knowledge, understanding, and skills of home economics which will be part of their occupational training will help them to be better family members and parents.

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## A PERSONAL CASE REPORT

### Problems Encountered in the Recruitment and Use of Auxiliary Personnel in a Comprehensive Health Care Program

I am a nutritionist in a Comprehensive Health Care Program for Children and Youth, centered in the city's Children's Hospital. It is a community-based health service. The area in which the hospital is located is very deteriorated and has qualified as a Model Cities Area.

I am very much involved in a training program for New Careers. Less than a month ago I couldn't have told you that I would be doing this.

Let me tell you how I was involved. We have an inter-disciplinary staff - nurses, physicians, speech and hearing specialists, psychologists, and nutritionists. Each of them has advocated acquiring and training aides. When I started with the health program two years ago we had three social work aides. Each discipline had formally requested aides. This request was channeled into a committee which drew up a research and training proposal and submitted it to the funding agencies. That was back in January-February 1969. For a while nothing seemed to be very promising and discussion was dropped, but it picked up again rather suddenly in June 1969 in our regular chief of staff meeting. There it was announced that our proposal had been approved. It was also announced that beginning June 16th the six New Careers employees would start. Also we learned that each discipline would have to be ready for the first training sessions on Monday, June 30. This was the first time that all staff had seen the proposals for New Careers. The career ladders and job descriptions were proposed for the medical area and the social work area.

Though we were pleased with the prospect of having a training program and being able to employ aides, we were not pleased with how things seemed to be set. In the first place, the job descriptions were prepared by the medical chief of staff and a social worker without consulting any of the other disciplines. Secondly, the tasks in the job descriptions overlapped with other disciplines' areas of experience. For example, each medical aide was to take temperatures, measure height and weight, collect specimens for laboratory analysis, give screenings for hearing and vision, take history, and counsel parents in well-child care. Many of these tasks were done by nursing and nutrition, yet neither had been consulted about the new jobs.

I would like to be very enthusiastic about having the program, but this is very difficult in view of the fact that I don't know what tasks I'm training for. I have tried to throw together a training curriculum and use what materials I have to make the classes appropriate to the learning level of these New Careers people. Because I was not prepared, these trainees may not get a fair shake.

Meanwhile, the nonprofessional staff that was already employed by us wonder why no one asked them whether they wanted to go into a New Careers Program for training and promotions. They wonder why we "go out and pick up people off the street," offer the same starting salary or a better one than the

one they started with several years ago, promise promotions, and provide training that they had to purchase on their own.

The nursing aides and licensed practical nurses particularly felt that the program was unfair, since the new job description in the medical area contained many of the things that they were doing. They not only felt that their jobs were going to be taken away, but that this training had been "given on a silver platter to new people" and this seemed very unfair.

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## AN EXPERIMENTAL TRAINING PROGRAM FOR

# FOOD SERVICE PERSONNEL<sup>1</sup>

MARTHA M. BUNGE, MARJORIE M. McKINLEY,  
AND GERALDINE M. MONTAG

This research on the effectiveness of in-service training for food service employees, including the relationships of gain in job knowledge to length of experience, education, and job responsibility, has relevance for all home economists concerned with the teaching-learning process as well as for those involved in the education of food service personnel.

**W**ELL-TRAINED food service employees are needed to maintain desirable standards and to contribute to economically feasible operation. As technology and automation replace human energy, large corps of workers are moving from the goods-producing industry to the service-producing industry. Many of these workers are entering and continuing to work in the food service industry with little or no previous training or experience in food service.

A research project was undertaken by the institution management department at Iowa State University to study bases for vocational education for food service employees. As a part of this project, the objectives of the study reported here were to determine the effects of an in-service training program for food service workers and the relationship of selected factors to the effectiveness of this training. The experiment was based on a program for school lunch employees in Iowa which is sponsored annually by the institution management department of the University and the school lunch division of the Iowa State Department of Public Instruction. The training program consisted of 3 short courses of 5 days' duration each.

### PROCEDURE

Three groups of school lunch personnel were selected to participate in the study: a 1-year experimental group, a 3-year experimental group, and a control group. The 1-year experimental group attended 3 one-week short courses within a period of 5 weeks during the summer of 1967; the 3-year experimental group had attended 2 short courses in previous years and the third short course during the training experiment; the control group did not attend any short courses. The 1-year experimental and

*This article is based on a thesis submitted by Miss Bunge in partial fulfillment of her MS degree at Iowa State University. Dr. McKinley, professor and head of the Iowa State University department of institution management, was leader for the project concerned with studying bases for vocational education for food service employees, of which this experiment was a part. Dr. Montag, associate professor of institution management and industrial engineering, was supervisor of the total training experiment and served as Miss Bunge's research adviser. Dr. Roy D. Hickman, assistant professor of statistics, assisted with the statistical design and analysis. The authors also gratefully acknowledge the contribution of Dr. Hester Chadderdon, professor of home economics education.*

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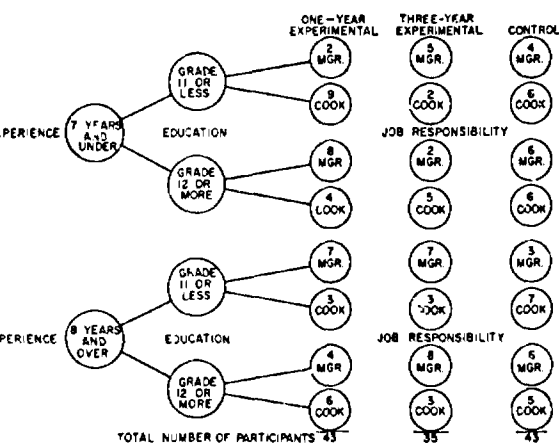


FIGURE 1. Design of training experiment showing the number of participants in the 1-year experimental, 3-year experimental, and control groups according to the selection criteria: length of experience in food service, level of education, and job responsibility.

control groups were comprised of 43 persons each; the 3-year group consisted of 35 persons.

Selection of the participants for the study was based on these criteria: group; length of experience in food service—7 years and under and 8 years and over; level of education—grade 11 or less and grade 12 or more; and job responsibility—cook and manager. The design of the experiment and the number of persons in each cell are shown in figure 1.

The objectives for the short courses and the basic learnings were identified. Eleven broad subject-matter areas to be taught in the short courses were delineated.

Evaluation instruments based on the basic learnings were constructed for each subject-matter area in cooperation with Knauf (1) and Ninemeier (2). The test items were of several types: true-false, multiple-choice, matching, and essay. The instruments were pretested and revised several times before being used in the experiment.

The instruments were administered before and after the short-course training periods. The pretest battery, administered to the 1-year experimental and control groups, consisted of the 11 subject-matter tests. A battery was administered to all 3 groups after the training and consisted of the instruments in the pretest, as well as an additional miscellaneous subject-matter test and aptitude tests. Administration was standardized as to the physical environment, procedures followed, and amount of time.

The aptitude tests were selected from the General

Aptitude Test Battery (GATB) (3). Five subtests of the GATB were administered to obtain scores for intelligence, verbal, clerical perception, numerical, and spatial aptitudes. The first three tests are considered to be occupationally significant for the positions of food service supervisor and head cook in a school cafeteria. (4)

Both pretest and post-test responses to the subject-matter instruments were scored at the same time to obtain greater consistency. Since a total score across subject areas was needed, it was necessary to weight the score for each subject-matter area test. The weighting factors were based on the relative amount of time allocated to each subject area during the 3 short courses:

SUBJECT-MATTER AREA	PERCENT OF TIME
Food preparation	32.8
Supervision	13.1
Menu-making	10.0
Type-A lunch	19.0
Record-keeping	9.6
Nutrition	6.6
Purchasing	4.9
Sanitation	4.4
School-community relations	4.0
Work methods	2.1
Philosophy of school lunch	1.4

Test scores were transferred onto punch cards for computer analysis. The statistics of mean, standard deviation, and correlation coefficient were computed where appropriate to the hypothesis being tested. Analyses of variance of the multiple-classification type and multiple-classifications-with-repeated-measurements type were made where it was necessary to analyze the total variation of the data by the components, length of experience in food service, level of education, job responsibility, and associated interactions.

## FINDINGS

Evaluation of the training program was dependent on the adequacy of the subject-matter evaluation instruments. Three criteria were used: usability, validity, and reliability. The tests were considered to possess usability because they were easy to read and understand, easy to administer, and most items were easy to score objectively. Content validity was assumed, since the achievement tests were built on generalizations taught in the 3 school lunch short courses.

The test-retest method was used to estimate reliability (5). This method provided a coefficient of stability type of consistency, and the coefficients were obtained by correlating pretest and post-test scores of the control group. A coefficient value of

.75 was accepted as a minimum (6). Coefficients for across subject-matter areas and for the subject-matter areas of food preparation, menu-making, Type-A lunch, nutrition, purchasing, and school-community relations exceeded the .75 level. Those for the subject-matter areas of supervision, sanitation, work methods, and philosophy of school lunch fell below the .75 level. With the exception of the test for sanitation, the inadequacy of the tests was attributed to an inadequate sampling of test items; the 4 tests were concerned with an estimated 21 percent of the short-course content. Consequently, acceptable reliability may be expected from one testing to another for the total test as well as for 7 of the 11 subject-matter areas.

To determine whether the 3 groups—1-year, 3-year, and control—were like groups previous to training in regard to aptitudes, analyses were run comparing the aptitude mean scores of the 1-year group with those of the 3-year and control groups. The *t*-tests revealed no significant differences among the 3 groups with reference to the 5 aptitudes studied.

#### JOB KNOWLEDGE BEFORE TRAINING

The trainees' knowledge of fact and ability to know and apply generalizations taught in the school-lunch short courses will be referred to as job knowledge. Job knowledge was measured for the 1-year experimental and control groups prior to training. The hypothesis tested was: *There is no significant difference in job knowledge prior to training between the 1-year experimental and control groups.*

Multiple classification analyses of variance were performed on the pretest scores across subject-matter areas and for each of the various subject-matter areas for the 1-year experimental and control groups. The selection criteria were Group, Experience, Education, and Job. Significant main effects from the analyses of variance on pretest scores are summarized in table 1. None of the interactions among the criteria attained significance.

The main effect of Group, which resulted from a comparison of the pretraining job knowledge of the 1-year experimental and control groups, did not vary significantly across subject-matter areas or for individual subject-matter areas except that a difference significant at the 5 percent level was obtained for school-community relations. At the time of the pretest, the 1-year experimental and control groups were like groups concerning job knowledge for all subject-matter areas except school-community relations.

The Experience selection criterion was not signif-

TABLE 1

Summary of significant main effects from analyses of variance on pretest scores

SUBJECT-MATTER AREA	SELECTION CRITERION			
	Group	Experience	Education	Job
Across subject-matter areas			*	**
Food preparation				*
Supervision†				
Menu-making			*	*
Type-A lunch				**
Record-keeping				*
Nutrition			**	**
Purchasing			*	**
Sanitation†				
School-community relations	*		*	*
Work methods†				
Philosophy of school lunch†			*	

\* Significant at the .05 level.

\*\* Significant at the .01 level.

† Reliability of evaluation instruments below .75.

icant across subject-matter areas or for the various subject-matter areas tested. Employees with longer work experience did not possess significantly more job knowledge prior to training than did employees with less work experience.

The Education selection criterion was significant at the 5 percent level across subject-matter areas and for 4 subject-matter areas, menu-making, purchasing, school-community relations, and philosophy of school lunch. A significant difference at the 1 percent level was obtained for the subject-matter area of nutrition. In the 5 subject-matter areas, employees who had grade 12 or more education possessed more job knowledge prior to training than employees who had less than 12 years of formal education. For the remaining 6 subject-matter areas, there was no significant difference in job knowledge prior to training.

The Job selection criterion was significant at the 1 percent level across subject-matter areas and for the areas of Type-A lunch, nutrition, and purchasing. The areas of food preparation, menu-making, record-keeping, and school-community relations were significant at the 5 percent level. In all but 4 subject-matter areas, employees working in supervisory roles as managers possessed significantly more job knowledge prior to training than employees working in nonsupervisory roles as cooks.

#### GAIN IN JOB KNOWLEDGE

One objective of this study was to determine the outcomes of an in-service training program on food service personnel and factors related to the out-

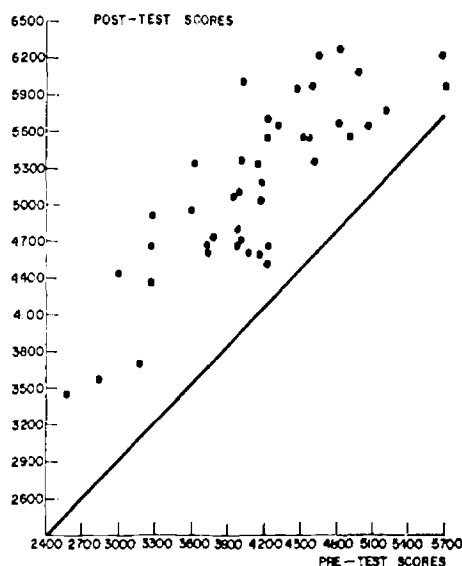


FIGURE 2. Total pretest and post-test scores for each participant in the 1-year experimental group.

comes. Using pretest and post-test scores of the 1-year experimental and control groups as a measure of the effectiveness of the training program, this hypothesis was tested: *In-service training does not result in gain in job knowledge in the various subject-matter areas.*

The effect of the training program on the 1-year experimental group lends itself readily to visualization from the plotted total pretest and post-test scores of the 1-year experimental and control groups shown in figures 2 and 3, respectively. The diagonal line on each graph represents plots of equal value for pretest and post-test. Plots falling to the left of the diagonal line indicate that higher scores were achieved on the post-test than on the pretest; plots falling to the right indicate that the reverse was true. For the 1-year experimental group (figure 2), all of the scores lie to the left of the diagonal; for the control group (figure 3), the scores are scattered above and below the diagonal, indicating that on the average the scores remained about the same from pretest to post-test.

A slight improvement was found in the scores of the control group from pretest to post-test. This can be explained in part by the practice in techniques of taking the test and also by the fact that certain members studied between pretest and post-test. On the post-test information form, 13 of the 43 in the control group indicated that they had studied on their own after the pretest.

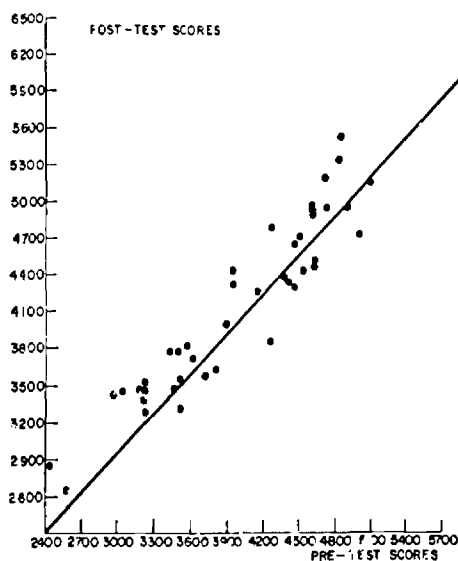


FIGURE 3. Total, pretest and post-test scores for each participant in the control group.

Multiple classification analyses of variance with repeated measurements were performed using pretest and post-test scores across subject-matter areas and for each of the specific areas for the 1-year experimental and control groups. The difference between pretest and post-test subclass means is referred to as gain. Interactions involving Test in the analyses of variance included: Group by Test, Group by Experience by Test, Group by Education by Test, Group by Job by Test. Findings from the analyses of variance on gain in job knowledge for the 1-year experimental and control groups are summarized in table 2.

The Group by Test interaction was significant at the 1 percent level across subject-matter areas and for these specific areas: food preparation, supervision, menu-making, Type-A lunch, record-keeping, nutrition, purchasing, and school-community relations (see table 2). In these 8 areas, the 1-year experimental group gained significantly from training while the control group showed little or no gain from pretest to post-test. The null hypothesis was rejected; the in-service training program resulted in gain in job knowledge. However, the fact that there were significant interactions with other selection criteria across tests and for two of the subject-matter areas must be taken into consideration.

The 5-way interactions—Group by Experience by Test, Group by Education by Test, and Group by Job by Test—measured the relationship between

gain in job knowledge from training and the 3 selection criteria: length of experience in food service, level of education, and job responsibility. The significant interactions indicated the extent to which there was lack of uniformity of performance between the two classifications of each selection criterion within the 1-year experimental and control groups from pretest to post-test.

The Group by Experience by Test interaction was significant at the 5 percent level for across subject-matter areas and for the subject-matter areas of Type-A lunch and philosophy of school lunch (see table 2). For the subject-matter area of menu-making, the interaction was significant at the 1 percent level. Across subject-matter areas and in the 3 subject-matter areas of menu-making, Type-A lunch, and philosophy of school lunch, the high experience classification of the control group made slight gains from pretest to post-test; but the scores of the low experience classification of the control group remained just about the same. This was not the case for the persons who participated in the training program. Trainees in both experience classifications of the 1-year experimental group made gains during the training, but it was found that the low experience trainees gained slightly more from pretest to post-test than did the high experience trainees. This suggests that training—particularly in the subject-matter areas of menu-making, Type-A lunch, and philosophy of school lunch—was especially beneficial to persons with little experience.

TABLE 2

Summary of significant interactions from analyses of variance on pretest and post-test scores

SUBJECT-MATTER AREA	INTERACTION OF SELECTION CRITERIA WITH TEST			
	Group	Group by Experience	Group by Education	Group by Job
Across subject-matter areas	**	*		
Food preparation	**			
Supervision†	**			
Menu-making	**	**		*
Type-A lunch	**	*		
Record-keeping	**			
Nutrition	**			
Purchasing	**			
Sanitation†	**			
School-community relations	**			
Work methods†				
Philosophy of school lunch†		*		

\* Significant at the .05 level.

\*\* Significant at the .01 level.

† Reliability of evaluation instruments below .75.

The Group by Education by Test interaction was not significant for across subject-matter areas or for any of the specific subject-matter areas. This finding indicates that people in the 2 education classifications had similar gains from the training.

The Group by Job by Test interaction did not attain significance for across subject-matter areas. Significance at the 5 percent level was obtained for the subject-matter area of menu-making. In this subject-matter area, the mean scores of the managers of the control group increased slightly from pretest to post-test; however, the mean scores of the cooks in the control group diminished from pretest to post-test. Trainees in both job classifications of the experimental group reacted positively to the training, but the cook classification made the greater gain.

One might expect that people with less experience, less education, and working in the capacity of cook would obtain lower pretest scores and that the groups with the lowest pretest scores might make the largest gain. To consider these questions, the mean pretest and gain scores for the 1-year experimental group, classified by the selection criteria, were studied even where in some instances the differences in scores were not statistically significant.

The data tended to support the expectation that people with less experience, less education, and working in the capacity of cook had lower pretest scores, but the evidence was not conclusive on these comparisons. The low experience and low education groups usually tended to have the higher gain scores. For the classification of job responsibility, however, the evidence was particularly inconclusive. The mean gain for managers was higher than that for cooks in 6 of the subject-matter areas, while cooks attained higher gains in the remaining 5 subject-matter areas. Differences were significant only for the area of menu-making, in which cooks had the higher gains.

Nonsignificant Group by Test interactions were obtained for the areas of sanitation, work methods, and philosophy of school lunch. The tests for these 3 areas were among the 4 tests which were not found to yield reliable estimates; hence, failure to obtain significant differences could well be attributed to the unsatisfactory measurement of the learning in these areas.

## ONE-YEAR AND 3-YEAR EXPERIMENTAL GROUPS

To compare retention of job knowledge taught in the short courses of the 1-year experimental group which received concentrated training in one sum-

nca with retention of the 3-year experimental group which received spaced training over a period of 3 years or more, this null hypothesis was tested: *There is no difference in achievement for employees who receive concentrated training and those who receive spaced training.*

The mean post-test scores for the 1-year experimental and 3-year experimental groups were subjected to *t*-tests. Significant *t*-values at the 5 percent level were obtained for the scores on total across subject-matter areas and the subject-matter test of menu-making. Significant *t*-values at the 1 percent level were obtained for the areas of Type-A lunch, nutrition, and purchasing. The mean post-test scores of the 1-year group exceeded those of the 3-year group in all areas except school-community relations, work methods, and philosophy of school lunch. The apparent higher achievement of the 1-year group in relation to the 3-year group may have resulted from the effect of responding to the pretest by the 1-year group or the effect of the longer periods of time that elapsed for the 3-year group between the first and second short courses and the period of testing.

#### DISCUSSION AND SUMMARY

In a training experiment, 3 groups of school food service employees were compared: a 1-year experimental group that had completed 3 short courses in one summer, a 3-year experimental group that had completed the 3 short courses in 3 different years, and a control group that did not participate in the short courses. The objectives of the study were to determine the effects of an in-service training program for food service workers and the relationship of selected factors to the effectiveness of this training.

The evaluation instruments used to measure job knowledge in the training experiment were judged to be usable and valid. Satisfactory reliability was indicated for the combined test as well as for 8 of the 11 subject-matter areas. The 8 evaluation instruments that did meet the reliability criterion were concerned with subject matter that constituted 79 percent of the training program.

The 1-year experimental group and the control group were like groups in respect to job knowledge prior to training and in respect to intelligence, verbal, clerical perception, numerical, and spatial aptitudes.

No significant differences in job knowledge prior to training were found for employees who had had little work experience in food service and those who had had considerable work experience. In other

words, length of experience in food service was not associated with job knowledge prior to training as job knowledge and length of experience were defined in this experiment.

The effect of amount of formal education on pre-training job knowledge was evident. Employees who had completed at least the 12th-grade possessed significantly more job knowledge in 5 subject-matter areas prior to training than did those who had had less education. As the trend for continued education gains impetus, education may become a more important criterion in the employment of food service personnel.

Prior to training, the personnel employed in supervisory roles as managers possessed significantly more job knowledge than did those working in non-supervisory roles as cooks in 7 subject-matter areas. Highly significant differences between cooks and managers were apparent for 3 subject-matter areas in which the cooks would usually not have had responsibility. The nature of one's responsibilities on the job was related to type of job knowledge prior to the training program. The desirability of offering separate training sessions for supervisory and non-supervisory personnel for at least selected subject-matter areas was evident.

The findings of the experimental training program provided evidence of the positive effects of the in-service training program for food service workers. In general, the results substantiated the potential worth of this type of educational program for learning facts and generalizations and how to apply generalizations. The relationship between length of experience and gain in job knowledge resulting from training was not conclusive. Across subject-matter areas and for 3 subject-matter areas the low experience group had significantly greater gain than the high experience group. The greater gains may have been at least in part a function of the low job knowledge scores before training even though the pretest scores were not significantly lower.

Although there was evidence that pretraining job knowledge had a positive relationship to formal education and job responsibility across subject-matter areas and in certain specific subject-matter areas, these two selection criteria were not significantly related to gain in job knowledge from the training program except in one subject-matter area.

One question arises as to whether more advanced program content may have been appropriate for trainees in the higher education classification and for personnel employed in supervisory roles as managers. Higher gain scores may have resulted for

these groups had the program been more advanced. A second question arises regarding other changes resulting from the training. It is recognized that the evaluation instruments may not have measured some of the learning related specifically to the subject-matter areas and that other types of learning not measured by the subject-matter instruments may have occurred.

To study the question of whether higher gain scores would have resulted for trainees in the high education classification and for persons employed as managers if the program had been more advanced, the results of the testing were examined. The tests used were designed to reflect the job knowledge taught in the short courses, and the tests provided for measurement of achievement beyond that actually achieved. One possible conclusion, therefore, is that level of education and nature of job responsibility may be more positively related to learning in on-the-job and other informal learning situations than to formally structured training programs. A comparison of the findings reflected in tables 1 and 2 depicts the basis for this conclusion. Since the training program, and hence the evaluation instruments, did emphasize areas of job knowledge that were related to the managers' responsibilities, it was not surprising that trainees whose past experience had been as cooks had significantly less job knowledge before the training program in many areas. The relationship of education to pretest and gain scores has particular pertinence, however, for it tends to support especially the desirability of preplanned systematic training programs, such as the short courses provided, for employees of lower educational background. Some question remains, however, as to whether somewhat more advanced program content would have

changed the findings. To study this question further, an item analysis of the evaluation instruments and some other considerations are planned.

Other changes which occurred as a result of the training were reflected in assessments made by the trainees and their superiors before and after the training. These findings will be presented in a subsequent report. Further insight into the findings of the present study will be provided by a report by Ninemeier (2) regarding the relationship of outcomes of the training program to aptitudes of the trainees.

Other studies are in progress to relate the outcomes reflected by paper-and-pencil tests to on-the-job behavior and to compare retention of the 1-year and 3-year experimental groups after a 2-year period has elapsed.

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Prepared by Terminology Committee  
The American Dietetic Association, 1969

Draft materials in process.  
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# POSITION LEVELS IN A DIETETIC OR FOOD SERVICE DEPARTMENT

(An example of an approach being taken by one professional group in home economics, the dietetians, in identifying position levels in their field and the minimum qualifications for each level. The paraprofessional levels are being identified by an analysis of the job of the professional to determine what aspects of that job could be given up, and of all of the other tasks which need to be done in the dietetic or food service department. These tasks are grouped in relation to level of complexity and knowledge and skills required in order to determine the levels of the positions below that of the professional.)

LEVELS	DIETETIC DEPARTMENT		FOOD SERVICE DEPARTMENT	
	Title		Title (Proposed)	Minimum Qualifications
	Existing	Proposed		
I Professional	Dietitian	Dietitian	Food Service Administrator or Director	Bachelor's Degree in Institution Management, Hotel and Restaurant Management or related field
II Paraprofessional or auxiliary	Dietary Assistant (as of 1/27/69)	Dietetic Technician	Food Service Technician	Associate Degree or equivalent including minimum academic requirements (2-year curriculum) and supervised practicum
III Paraprofessional or auxiliary	Food Service Supervisor or Dietary Supervisor	Food Service Supervisor	Food Service Supervisor	High school graduate or equivalent supplemented by minimum education and experience and training in food service. (e.g., one year post-high school)
IV Paraprofessional or auxiliary	Food Service Worker or Dietary Worker	Dietetic Worker	Food Service Worker	High school graduate or equivalent



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TAPE B (Approx. 90 min.)	"Ways of Working With People," Mrs. Margaret F. Clark	_____
TAPE C (Approx. 105 min.)	"Societal Needs to be Served Through Auxiliary Personnel," Dr. Elmer W. Schwieder	_____
TAPE D (Approx. 120 min.)	"Auxiliary Personnel in Home Economics," (Symposium), Mrs. Mary C. Kennington	_____
TAPE E (Approx. 120 min.)	"Stresses, Strains, and Joys of Utilizing Auxiliary Personnel," Dr. Sheldon S. Steinberg	_____
TAPE F (Approx. 90 min.)	"Legislation Affecting Auxiliary Personnel," (Speaker to be announced)	_____
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(A form for mailing was attached.)